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THE TRANSVAAL EDUCATION DEPARTMENT

REPORT

FOR THE

YEAR ENDED 31st DECEMBER, 1949

HIERDIE VERSLAG IS OOK IN AFRIKAANS
VERKRYGBAAR

THE GOVERNMENT PRINTER, PRETORIA

1952

T.P. No. 7-1952

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THE HONOURABLE THE ADMINISTRATOR
OF THE PROVINCE OF TRANSVAAL.

GENERAL REPORT OF THE DIRECTOR OF
EDUCATION.

Sir,

I have the honour to submit the report on the work of the Transvaal Education Department for the year 1949.

The reports for the years 1946 and 1947 are in the hands of the Government Printer. The 1948 report has already been published and with the publication of the 1949 report all the outstanding reports up to the end of that year will have been completed.

The reports for 1950 and 1951 are now receiving the attention of the Department.

I have the honour to be,

Sir,

Your obedient servant,

A. H. du P. van Wyk,

Director of Education, Transvaal.

PRETORIA,

25th April, 1952.

As the Secretary of the Department, Mr. P. J. Otten, was on leave at the time, the Chief Inspector, Mr. Rustan Meyer, acted as Director. After his return Mr. Otten was appointed in this capacity and fulfilled the post for five months.

The post of Assistant Secretary of the Department became vacant at the end of the year on the resignation of Mr. K. Rood to Assistant Provincial Secretary.

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Your obedient servant,

A. H. du P. van Wyk

Director of Education, Transvaal

Pretoria

25th April 1952

CHAPTER I.

GENERAL REPORT OF THE DIRECTOR OF EDUCATION.

1. HEAD OFFICE.

Practically the whole year was characterised by the quiet disposal of an ever increasing number of administrative and professional matters which kept every senior official fully occupied, until the office was unexpectedly disturbed by the sudden death of its Head, Mr. W. Orban, on 22nd December. He had occupied the post of Director of Education in the Transvaal for only fourteen months but this time was adequate to enable one to retain the memory of complete devotion to his responsible work. His insight into educational problems, his zeal for the welfare of both child and teacher, his administrative capabilities, his accessibility and kindness towards everyone who came into contact with him, will forever remain in the history of the development of our education. He advanced to the highest post in the service, first in South West Africa and then in the Transvaal, by his qualifications as principal, as inspector and technical advisor to the Department. However, he passed away at the age of 57 years and our Province suffered one of its saddest losses. The Department offered its most sincere sympathy to Mrs. Orban and family and relatives, in the sorrow which they have to bear. A stream of telegrams and letters from persons and bodies concerned in education, was adequate proof of the high esteem in which he was held. May his memory remain an inspiration of faithfulness in the teaching service.

As the Secretary of the Department, Mr. F. J. Otten, was on leave at the time, the Chief Inspector, Mr. Eustace Steyn, acted as Director. After his return Mr. Otten was appointed in this capacity and he filled the post for five months.

The post of Assistant Secretary of the Department, became vacant at the end of the year on the promotion of Mr. K. Rood to Assistant Provincial Secretary.

2. THE INSPECTORATE.

Various changes in the inspectorate took place during the year. The posts vacated by the following Inspectors had to be filled: Mr. Eustace Steyn promoted to Chief inspector, Mr. S. R. Ackermann and Mr. N. J. du Plessis, who died in service and Mr. W. M. de Villiers, who retired on pension. The Department wishes to record its appreciation of the services rendered by these gentlemen to the education of our Province. Three of these vacancies were filled before the end of the year by the appointment of the following gentlemen: N. G. Alant, J. P. Lehman and P. J. Conradie.

In the medical section Dr. J. C. Coetzee was appointed Chief Medical Inspector of Schools in the place of Dr. J. A. Kieser who retired on pension. The Department wishes to express its sincere gratitude to Dr. Kieser for his unselfish work as head of the medical school service for more than 25 years. His extremely valuable work, especially concerning malaria and bilharzia control, will always be remembered with gratitude.

Dr. N. J. du Preez, the Departmental Psychologist, has been promoted to the rank of inspector of education and seconded to the medical section where he will continue his work as Psychologist for the time being.

3. THE LANGUAGE ORDINANCE.

Mention was made in the previous annual report, of the Language Ordinance passed by the Provincial Council to replace the Ordinance of 1945. As the new legislation had not been promulgated, the 1945 Ordinance had to remain in force for the time being. Towards the end of the year however, legislation was passed in the Provincial Council, which deviated in important aspects from the provisions of both the 1945 and the 1948 ordinances. The following is a brief comparative survey of the most important points:—

(1) *Applicable to—*

1945: Public and private schools;

1948: idem;

1949: idem.

(2) *Second Language as subject—*

1945: Compulsory in all standards;

1948: idem;

1949: idem;

(3) *Home Language Medium—*

- 1945: Compulsory to Standard V, but second language also allowed;
- 1948: compulsory to standard V;
- 1949: compulsory to standard VIII.

(4) *Medium in secondary education—*

- 1945: compulsory double medium to be introduced gradually until both languages shall be as nearly as possible on an equal basis in 1951;
- 1948: a measure of double medium compulsory, viz., at least for 1½ hours per week;
- 1949: single medium.

(5) *Who determines home language—*

- 1945: principal and, in doubtful cases, the inspector;
- 1948: principal and, in doubtful cases, the Director;
- 1949: as in 1948 but the inspector to control the principal's determination of the home language.

(6) *Revision of determination of home language—*

- 1945: no provision;
- 1948: Director may revise;
- 1949: Director may only revise if the child is equally proficient in both languages. The Administrator may also revise the determination of home language on other grounds.

(7) *Training of Teachers—*

- 1945: Compulsory double medium and no salary increments for new single medium teachers;
- 1948: no medium compulsion and no promotion to a higher graded post for new single medium teachers;
- 1949: as in 1948 but new bilingual teachers to receive a bonus.

It is clear from the above that the 1945 Ordinance was characterised by compulsory double medium and the 1949 Ordinance by compulsory single medium whilst the 1948 Ordinance advocated a limited form of double medium. As was mentioned previously, the latter Ordinance never came into force. The 1949 Ordinance came into force on 11th January, 1950.

4. END OF THE JUNIOR HIGH SCHOOL.

Towards the end of 1948 a Union Commission, which had to inquire into and make recommendations in connection with technical and vocational education submitted its comprehensive report to his Excellency the Governor-General. As an important portion of this report also affected the general education under provincial control, the Director, in consultation with the Administrator, appointed a Departmental Committee to investigate, after careful study, the question as to how far the recommendations of the report affected the education policy of the Transvaal and to make recommendations in this connection. The Committee consisted of inspectors J. R. Lynch (chairman) and T. le Roux and two representatives of the Department, viz., Messrs. F. W. Richardson and A. K. Bot.

After consultation with the most important teaching organisations, the committee decided on recommendations which differed radically in certain aspects from those of the above-mentioned Union Commission. The most important conclusion was certainly the rejection of the proposal to concentrate all post-primary pupils for three years in so-called Junior High Schools and to allow them subsequently to take either academic or vocational courses in separate schools for two years. As against this the Departmental Committee recommended that the existing Junior High Schools as such be abolished and that all post-primary pupils should be enrolled in High Schools and that these High Schools should not make provision only for a five year academic course but also for a three, four or five year general course including commercial, domestic or agriculture subjects. As far as industrial-technical study is concerned, the Committee recommended that this should provisionally remain under Union control.

The Executive Committee of the Province accepted the recommendations of the Lynch Committee and that brought to an end the type of "Junior High School" which had tried for approximately fourteen years to serve its original purpose in the Transvaal. It was also resolved in principle to replace the exclusively academic high school with a kind of comprehensive high school with provision for all normal post-primary pupils.

In order to make recommendations as to how it would be possible to adapt the existing post-primary schools to the accepted policy, the same Committee was instructed to give

more detailed advice. This "new policy for secondary education" will be discussed more fully in the annual report for 1950.

5. THE TEACHING STAFF.

The question of the shortage of teachers was, as was foreshadowed at the school board conference held during last year, investigated by a committee under the chairmanship of Rev. S. Vermooten, chairman of the Pretoria City School Board. It appeared that approximately a quarter of the teaching posts were occupied by persons who could not be considered for permanent appointment, e.g. married female teachers and pensioners. A few remedies were suggested to improve the condition but they were not considered adequate enough to put into effect. In the meantime the Department continued its efforts to increase the enrolment at Training Colleges. There was a total number of 1,059 students in 1945 and slightly more than 1,400 in 1949. The shortage of teachers remains an acute problem, however.

In connection with a memorandum submitted by the association of teachers who rendered military service during the last war and containing a number of suggestions concerning the teaching profession and the daily school work, the Department appointed a departmental committee, with inspector Hurter as Chairman, to consider the memorandum and to advise thereon. The committee supported some of the recommendations of the said association as they were submitted or with slight amendments, rejected others and pointed out in various cases that the Department's approach to problems must differ from that of the army.

An earlier provision which laid down as a principle that teachers should seek promotion preferably in schools other than those in which they are serving, was rescinded during the course of the year. This means that it has been made possible for teachers to be promoted to vice-principal or even principal in their own schools where such vacancies occurred.

A course in the method of film education and the handling of roll film and strip film projectors for serving and student teachers was arranged during a few days in August in Johannesburg by the Inspectors of Education in co-operation with the film section of the Union Education Department. The course was a great success and the hope is expressed that it will be possible to conduct similar courses in other centres.

In order to assist teachers, whose schools are situated far from a zoo or a museum, to obtain material for visual education in connection with nature study lessons, the Department was able, with the valued co-operation of the Transvaal Museum in Pretoria, to dispatch on loan to schools effectively maintained boxes with material, mainly of a zoological nature. Each box furthermore contains interesting literature in connection with its contents. It is expected that boxes with botanical, geological, historical and industrial material will shortly also be available.

6. SPECIAL SCHOOL HOLIDAYS.

Unusual events during the year gave the schools a few extra holidays. The first was 30th May as a result of a unanimous resolution of the Provincial Council which thus effectively interrupted a long school term. The second was a day in June, but on different dates, to enable pupils to attend rugby matches of the All Blacks. As not all schools could make use of this opportunity, those who did had to make up the day by having school on a Saturday. It was therefore to all intents and purposes no holiday. The third was also a varying date in November or December in order to enable pupils to take part in the celebrations in honour of the Dispatch Riders on their way to the opening ceremony of the Voortrekker Monument in Pretoria on 16th December.

7. USE OF SCHOOL BUILDINGS OUTSIDE SCHOOL HOURS.

New regulations in connection with the above were introduced towards the end of the year. Each application shall, after the consideration of the principal's recommendations, be decided by the local governing authority who shall, in doing so, consider certain financial and other provisions, *inter alia*, that no fees may be charged if the application is in respect of religious or educational purposes. It was also provided that the use of school buildings shall not be allowed for the purpose of any political party or political organisation. In the case of a difference over the interpretation of the regulations the Director shall give the final decision.

8. CONVEYANCE AND BOARDING OF PUPILS.

In the year 1936 a beginning was made with the intensive application of the centralisation policy, i.e. with extensive motor transport schemes and with the erection of provincial hostels. The development of these services is obvious from the following tables:—

Conveyance.

	Number of Bus Schemes.	Number of Pupils.	Annual Cost.	Daily Cost per Pupil.
			£	d.
1936.....	94	3,635	20,920	7·45
1940.....	341	14,074	90,830	7·70
1942.....	444	17,669	151,440	10·37
1944.....	497	19,903	190,000	12·08
1946.....	540	22,640	235,000	11·09
1948.....	568	25,260	229,000	11·37
1949.....	590	27,001	261,500	11·62

Boarding.

	PROVINCIAL HOSTELS.		OTHER HOSTELS.
	Maximum Accommodation.	Number of Boarders.	Number of Boarders.
1936.....	1,814	1,560	4,590
1940.....	8,593	7,994	2,006
1942.....	11,132	10,567	1,741
1944.....	12,350	11,470	2,066
1946.....	13,330	12,358	2,057
1948.....	14,767	13,265	2,334
1949.....	15,018	13,552	2,347

9. COMMENTS ON STATISTICS.

The increase in the enrolment at public schools during the past year even exceeded the totals of 1948. Then the numbers increased by approximately 8,000; now by nearly 8,500. The average enrolment for the whole year was 203,846. The number of pupils receiving *secondary* education, exceeded the 40,000 mark. At the beginning of the year there were fully 41,000 pupils; towards the end fully 39,000. During the year therefore approximately 2,000 pupils left secondary schools or classes mainly due to reaching the maximum age for compulsory school attendance. This is a pity as many of them thereby failed to complete the Matriculation or even the Junior Certificate course. It should certainly be considered whether compulsory school attendance should not be extended to the *end* of the year in which the child reaches the age of sixteen years. Such a measure would ensure that a large number of pupils would begin life with a standard VIII certificate. In addition there would be less disorganisation of the secondary school during the year.

Statistics of primary and secondary schools and classes continue to point to an increase in the use of Afrikaans as medium of instruction and a corresponding decrease in the use of English as medium. Last year the percentages were

68·4 and 29·5 respectively for the total school population; at present it is 68·9 and 28·5. As a result of the Language Ordinance of 1945, the percentage of pupils who receive double medium instruction, increased from 2·1 to 2·6.

There are altogether 762 public schools in the Transvaal. Of these 64 provide secondary education up to Standard X and 66 up to Standard VIII. It is expected that a number of the latter group will develop into full high schools within a few years.

Of the 7,703 teachers in the fulltime service of the Department 99 per cent have professional qualifications and fully 37 per cent also have academic degrees.

Examination Statistics.

Although the results of the Junior Certificate examination in the two official languages were slightly better than last year, the percentage of failures in the lower language tests is still much too high. In English lower 16·7 per cent failed and in Afrikaans lower, which was also taken by a number of Natives, no less than 56·7 per cent. The results in the commercial subjects were on the whole disappointing, especially in shorthand and snelskrif.

The number of distinctions in the official languages in the Secondary School Certificate Examination was higher than during the previous year, except in the case of English higher where only four distinctions could be given out of a total of 1,190 candidates.

At the Training College for teachers 86 candidates obtained the lower Diploma and 247 the Diploma. The four Colleges therefore produced a total of 333 new teachers.

10. THE THRIFT MOVEMENT IN SCHOOLS.

The following is a summary of the deposits by schools during the past three years:—

	1947.	1948.	1949.
Number of Savings Clubs.....	611	626	648
Union Loan Certificates purchased.....	107,944	116,751	192,979*
Number of Penny Banks.....	37	35	24
Amount deposited therein.....	£12,253	£12,641	

* 62,164 certificates at 10s. each and 130,815 at 15s. 9d. each.

11. COLOURED AND INDIAN EDUCATION.

As the education of European children is developing year by year, so also is the education of Coloured and Indian children. This is clearly shown by the following statistics:—

Year.	COLOURED.		INDIANS.		MIXED SCHOOLS.		TOTAL.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1930.....	—	—	15	1,589	30	4,976	45	6,565
1940.....	36	8,350	14	2,707	19	1,860	69	12,917
1945.....	41	9,920	25	5,196	18	1,563	84	16,679
1948.....	43	11,596	25	6,844	20	1,976	88	20,416
1949.....	43	11,630	27	7,970	21	1,714	91	21,314

The shortage of teachers is also evident in these schools. Due to the shortage of their own teachers, more than a quarter of the authorised posts have to be filled by European teachers. However, the enrolment at the Coloured and Indian Training Centre shows some progress. There were 84 students in June as against 68 in 1948. Only 12 of these were Indians.

12. NATIVE EDUCATION.

The transition of church schools to Departmental community schools, has again made further progress during the past year; nearly half the pupils are now in community schools. It stands to reason that this development has caused a number of administrative difficulties which have not been finally solved. The relationship between Church, Department, teacher and parent is totally different under the new system from what it was under the old system of church control, so that it is necessary that the existing regulations be revised as soon as possible.

The accommodation problem has become increasingly acute as a result of the rapid growth of the number of school-going children. Conditions have been alleviated to a certain extent by the establishment of a building branch at the office of the Chief Inspector of Native Education. The necessary classrooms are being erected at various places by native workmen themselves under the supervision of the Organiser of Handwork concerned. Funds are, however, inadequate at the moment.

It is clear that a new era will begin in the development of education as soon as the question has been settled whether central control will have to come under Union Administration or remain under Provincial authority. This is certainly one of the most important points on which the appointed government commission of inquiry will have to advise.

CHAPTER II.

STATISTICS.

The following table shows the distribution of schools and scholars under the Department as at 7th June, 1949. For comparative purposes the figures for 1948 are also shown:—

	SCHOOLS.		SCHOLARS.	
	1948.	1949.	1948.	1949.
A.—EUROPEAN.				
<i>Classified as Primary Schools—</i>				
Pretoria.....	42	43	17,091	18,063
Johannesburg and Rand.....	186	190	70,433	73,230
Provincial Towns.....	80	79	31,281	33,028
Rural.....	357	349	35,905	36,326
Total.....	665	661	154,710	160,647
<i>Schools providing for Secondary Education—</i>				
Junior High Schools.....	34	34	11,691	12,505
School Farms.....	10	10	2,345	2,437
High Schools.....	54	57	23,315	25,135
Total.....	98	101	37,551	40,077
Total Government Schools.....	763	762	192,261	200,724
Grant-Aided Private Schools.....	14	18	2,784	2,727
Grant-Aided Nursery Schools.....	45	53	1,637	2,197
TOTAL GRANT-AIDED SCHOOLS.....	59	71	4,421	4,924
Training Colleges.....	4	4	1,343	1,335
TOTAL EUROPEAN.....	826	837	198,025	206,983
B.—NON-EUROPEAN (other than Native).				
<i>Government Schools—</i>				
For Coloureds.....	61	91	13,260†	11,630
For Indians.....	28	—	6,861	9,600
*Training Centre.....	—	—	68	84
<i>Grant-Aided Schools—</i>				
For Coloured Children.....	1	1	185	185
For Chinese Children.....	2	2	282	325
TOTAL NON-EUROPEAN (other than Native).....	92	94	20,656	21,824
C.—NATIVE.				
Departmental Schools.....	483	517	85,216	94,418
Aided (Mission) Schools.....	844	838	151,300	151,973
Training Institutions (Departmental).....	3	4	109	194
Training Institutions (Aided).....	8	10	698	1,297
TOTAL NATIVE.....	1,338	1,369	237,323	247,882
SUMMARY.				
A. European.....	826	837	198,025	206,983
B. Non-European (excluding Native).....	92	94	20,656	21,824
C. Native.....	1,338	1,369	237,323	247,882
GRAND TOTAL.....	2,256	2,300	456,004	476,689

* Includes Indian children at Combined Indian and Coloured school.

† Attached to Secondary Schools for Coloured and Indians.

AVERAGE ENROLMENT AND ATTENDANCE.

A.—Average Enrolment.

The following table gives the average quarterly enrolment for 1949 for the classes of schools shown. (The figures for Native Schools appear in Appendix XII of this report):—

	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.	Average for the Year.
<i>Primary Schools (including Primary Schools proceeding to Standard VIII)—</i>					
Pretoria.....	17,914	18,029	19,073	18,950	18,492
Johannesburg and Rand.....	73,137	73,089	76,855	76,671	74,938
Provincial Towns.....	32,664	32,679	33,602	34,078	33,256
Country.....	36,498	36,373	37,419	37,431	36,930
	160,213	160,170	166,949	167,130	163,616
<i>Junior High Schools and School Farms.....</i>	15,535	15,240	14,809	14,600	15,046
<i>High Schools (including Secondary Classes at Primary Schools proceeding to Standard X).</i>	25,659	25,389	24,980	24,708	25,184
	201,407	200,799	206,738	206,438	203,846
<i>Aided Schools.....</i>	3,397	3,383	3,421	3,318	3,380
TOTAL EUROPEAN.....	204,804	204,182	210,159	209,756	207,226
<i>Non-European (other than Native)—</i>					
Government Schools.....	21,638	21,487	21,612	21,354	21,523
Aided Schools.....	483	492	533	536	511
TOTAL NON-EUROPEAN.....	22,121	21,979	22,145	21,890	22,034
GRAND TOTAL.....	226,925	226,161	232,304	231,646	229,260

The following comparative table shows the average yearly enrolment for the last five years. The figures for 1940 are also given:—

	1940.	1945.	1946.	1947.	1948.	1949.
<i>Primary Schools (including Primary Schools proceeding to Standard VIII)—</i>						
Pretoria.....	13,850	13,985	14,600	15,999	17,595	18,492
Johannesburg and Rand.....	60,900	60,917	63,167	68,061	72,144	74,938
Provincial Towns.....	25,375	28,078	28,934	29,524	31,709	33,256
Country.....	40,613	35,881	37,004	37,026	36,321	36,930
	140,738	138,861	143,705	150,610	157,768	163,616
<i>Junior High Schools and School Farms.....</i>	—	11,898	11,586	14,069	14,105	15,046
<i>High Schools (including Secondary Departments at Primary Schools proceeding to Standard X)...</i>	17,920	24,809	25,580	22,401	23,158	25,184
	158,658	175,568	180,871	187,080	195,031	203,846
<i>Aided Schools.....</i>	1,595	2,706	2,387	2,826	3,089	3,380
TOTAL EUROPEAN.....	160,253	178,274	183,258	189,906	198,120	207,226
<i>Non-European (other than Native)</i>						
Government Schools.....	12,900	17,262	17,668	19,143	20,374	21,523
Aided Schools.....	299	493	501	468	478	511
TOTAL NON-EUROPEAN.....	13,199	17,755	18,169	19,611	20,852	22,034
GRAND TOTAL.....	173,452	196,029	201,427	209,517	218,972	229,260

B.—Average Attendance.

The following table gives the average quarterly attendance for 1949 for the classes of schools shown. (The figures for Native Schools appear in Appendix XII of this report.):—

	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.	Average for the Year.
<i>Primary Schools (including Primary Schools proceeding to Standard VIII)—</i>					
Pretoria.....	16,933	16,707	17,716	17,999	17,339
Johannesburg and Rand.....	68,977	67,071	70,875	71,767	69,672
Provincial Towns.....	31,015	30,429	31,410	32,181	31,259
Country.....	34,459	34,218	34,965	35,283	34,731
	151,384	148,425	154,966	157,230	153,001
<i>Junior High Schools and Farm Schools.....</i>	14,732	14,191	13,891	13,720	14,133
<i>High Schools (including Secondary Department at Primary Schools proceeding to Standard X)</i>	24,773	23,933	23,801	23,503	24,003
	190,889	186,549	192,658	194,453	191,137
<i>Aided Schools.....</i>	3,230	3,094	3,095	3,098	3,129
TOTAL EUROPEAN.....	194,119	189,643	195,753	197,551	194,266
<i>Non-European (other than Native)—</i>					
Government Schools.....	20,214	19,636	20,060	19,890	19,950
Aided Schools.....	459	463	509	513	486
TOTAL NON-EUROPEAN.....	20,673	20,099	20,569	20,403	20,436
GRAND TOTAL.....	214,792	209,742	216,322	217,954	214,702

The following comparative table shows the average yearly attendance for the last five years. The figures for 1940 are also given:—

	1940.	1945.	1946.	1947.	1948.	1949.
<i>Primary Schools (including Primary Schools proceeding to Standard VIII)—</i>						
Pretoria.....	12,833	13,109	13,599	14,961	16,412	17,339
Johannesburg and Rand.....	56,491	56,562	58,827	63,152	66,403	69,672
Provincial Towns.....	23,687	26,287	27,203	27,819	29,873	31,259
Country.....	38,226	33,813	34,718	34,989	34,129	34,731
	131,237	129,771	134,347	140,921	146,817	153,001
<i>Junior High Schools, School Farms and Agricultural Schools.....</i>	—	11,266	10,841	13,197	13,116	14,133
<i>High Schools (including Secondary Departments at Primary Schools proceeding to Standard X)...</i>	16,964	23,474	24,161	21,298	21,874	24,003
	148,201	164,511	169,349	175,416	181,807	191,137
<i>Aided Schools.....</i>	1,462	2,488	2,253	2,573	2,836	3,129
TOTAL EUROPEAN.....	149,663	166,999	171,602	177,989	184,643	194,266
<i>Non-European (other than Native)—</i>						
Government Schools.....	11,788	15,805	16,096	17,675	18,706	19,950
Aided Schools.....	269	451	471	444	449	486
TOTAL NON-EUROPEAN.....	12,057	16,256	16,567	18,119	19,155	20,436
GRAND TOTAL.....	161,730	183,255	188,169	196,108	203,798	214,702

The following table shows the attendance as a percentage of the enrolment:—

	1940.	1945.	1946.	1947.	1948.	1949.
<i>Primary Schools (including Primary Schools proceeding to Standard VIII)—</i>						
Pretoria.....	92·7	93·7	93·1	93·5	93·3	93·8
Johannesburg and Rand.....	92·8	92·9	93·1	92·8	92·0	93·0
Provincial Towns.....	93·3	93·6	94·0	94·2	94·2	94·0
Country.....	94·1	94·2	93·8	94·5	94·0	94·0
	93·2	93·5	93·5	93·6	93·1	93·5
<i>Junior High Schools and Farm Schools.....</i>	—	94·7	93·6	93·8	93·0	93·9
<i>High Schools (including Secondary Departments at Primary Schools proceeding to Standard X)...</i>	94·7	94·6	94·5	95·1	94·5	95·3
	93·4	93·7	93·6	93·8	93·2	93·8
<i>Aided Schools.....</i>	91·7	91·9	94·4	91·0	91·8	92·6
TOTAL EUROPEAN.....	93·4	93·7	93·6	93·7	93·2	93·7
<i>Non-European (other than Native)—</i>						
Government Schools.....	91·4	91·6	91·1	92·3	91·8	92·7
Aided Schools.....	90·0	91·5	94·0	94·9	93·9	95·1
TOTAL NON-EUROPEAN.....	91·3	91·6	91·2	92·4	91·9	92·7
GRAND TOTAL.....	93·2	93·5	93·4	93·6	93·1	93·5

CLASSIFICATION.

A.—European Schools.

The following table gives the classification of pupils in primary and secondary schools for European children as at 7th June, 1949. Pupils in Aided Schools are shown in a separate table:—

Standard.	NUMBER OF PUPILS.			PERCENTAGES.		
	Town and Village Schools.	Country Schools.	All Schools.	Town and Village Schools.	Country Schools.	All Schools.
Grade I.....	14,891	4,809	19,700	9·2	12·4	9·8
Grade II.....	18,484	4,983	23,467	11·4	12·9	11·7
Standard I.....	18,814	5,189	24,003	11·6	13·4	12·0
Standard II.....	18,348	5,133	23,481	11·3	13·2	11·7
Standard III.....	17,879	4,954	22,833	11·0	12·8	11·4
Standard IV.....	17,051	4,826	21,877	10·5	12·4	11·0
Standard V.....	15,311	4,424	19,735	9·5	11·4	9·9
Standard VI.....	14,530	3,373	17,903	9·0	8·7	8·9
Standard VII.....	11,626	658	12,284	7·2	1·7	6·2
Standard VIII.....	7,652	391	8,043	4·7	1·0	4·1
Standard IX.....	3,544	—	3,544	2·2	—	1·8
Standard X.....	2,760	—	2,760	1·7	—	1·4
Special Classes.....	1,071	23	1,094	0·7	0·1	·1
TOTAL.....	161,961	38,763	200,724	100·0	100·0	100·0

The following table gives the corresponding figures for 1948:—

Standard.	NUMBER OF PUPILS.			PERCENTAGES.		
	Town and Village Schools.	Country Schools.	All Schools.	Town and Village Schools.	Country Schools.	All Schools.
Grade I.....	14,281	4,642	18,923	9.3	12.1	9.8
Grade II.....	17,562	4,965	22,527	11.4	12.9	11.7
Standard I.....	17,981	5,320	23,301	11.7	13.8	12.1
Standard II.....	17,693	5,005	22,698	11.5	13.1	11.8
Standard III.....	17,164	5,145	22,309	11.2	13.4	11.6
Standard IV.....	15,508	4,633	20,141	10.1	12.1	10.5
Standard V.....	14,665	4,429	19,094	9.6	11.5	9.9
Standard VI.....	12,439	3,210	15,649	8.1	8.3	8.2
Standard VII.....	11,405	615	12,020	7.4	1.6	6.3
Standard VIII.....	7,600	463	8,063	4.9	1.2	4.2
Standard IX.....	3,720	—	3,720	2.4	—	1.9
Standard X.....	2,814	—	2,814	1.8	—	1.5
Special Classes.....	979	23	1,002	0.6	—	0.5
TOTAL.....	153,811	38,450	192,261	100.0	100.0	100.0

B.—Non-Europeans.

The following table gives the classification of pupils in non-European (Coloured and Indian) Schools, as at 7th June, 1949. Pupils in aided schools are shown in a separate table:—

Standard.	NUMBER OF PUPILS.			PERCENTAGES.		
	Coloured Schools.	Indian Schools.	All Schools.	Coloured Schools.	Indian Schools.	All Schools.
Grade I.....	1,958	1,715	3,700	17.0	17.9	17.4
Grade II.....	1,830	1,458	3,288	15.7	15.2	15.5
Standard I.....	1,839	1,630	3,469	15.8	17.0	16.3
Standard II.....	1,599	1,400	2,999	13.8	14.6	14.1
Standard III.....	1,473	1,109	2,582	12.7	11.6	12.2
Standard IV.....	1,125	869	1,994	9.7	9.1	9.4
Standard V.....	843	600	1,443	7.3	6.2	6.8
Standard VI.....	473	405	878	4.1	4.2	4.2
Standard VII.....	263	184	447	2.2	1.9	2.1
Standard VIII.....	121	145	266	1.0	1.5	1.2
Standard IX.....	55	62	117	0.5	0.6	.6
Standard X.....	24	23	47	0.2	.2	.2
TOTAL.....	11,630	9,600	21,230	100.0	100.0	100.0

The following table gives the corresponding figures for 1948:—

Standard.	NUMBER OF PUPILS.			PERCENTAGES.		
	Coloured Schools.	Indian Schools.	All Schools.	Coloured Schools.	Indian Schools.	All Schools.
Grade I.....	2,445	1,182	3,627	18.3	17.4	18.0
Grade II.....	2,137	1,087	3,224	16.0	16.0	16.0
Standard I.....	2,084	1,160	3,244	15.6	17.1	16.1
Standard II.....	1,908	898	2,806	14.3	13.2	13.9
Standard III.....	1,654	736	2,390	12.5	10.9	11.9
Standard IV.....	1,274	600	1,874	9.5	8.9	9.3
Standard V.....	828	411	1,239	6.2	6.1	6.2
Standard VI.....	559	279	838	4.2	4.1	4.2
Standard VII.....	233	211	444	1.7	3.1	2.2
Standard VIII.....	156	127	283	1.2	1.9	1.4
Standard IX.....	42	54	96	.3	.8	.5
Standard X.....	22	34	56	.2	.5	.3
TOTAL.....	13,342	6,779	20,121	100.0	100.0	100.0

C.—Aided Schools.

The following table gives the classification of pupils in aided schools as at 7th June, 1949:—

Standard.	Aided European Schools.	Aided Non-European Schools.
Grade I.....	235	94
Grade II.....	223	72
Standard I.....	246	82
Standard II.....	239	81
Standard III.....	270	65
Standard IV.....	242	50
Standard V.....	257	29
Standard VI.....	240	27
Standard VII.....	216	10
Standard VIII.....	204	—
Standard IX.....	166	—
Standard X.....	189	—
TOTAL.....	2,727	510

The following table gives the corresponding figures for 1948:—

Standard.	Aided European Schools.	Aided Non-European Schools.
Grade I.....	167	73
Grade II.....	256	83
Standard I.....	250	81
Standard II.....	274	69
Standard III.....	253	60
Standard IV.....	250	37
Standard V.....	287	37
Standard VI.....	239	19
Standard VII.....	215	7
Standard VIII.....	217	1
Standard IX.....	154	—
Standard X.....	222	—
TOTAL.....	2,784	467

AGE OF SCHOLARS.

The following table gives the median age (in years) of scholars in European primary and secondary schools as at 7th June, 1949. Pupils in aided schools are not included:—

Standard.	Town Schools.	Country Schools.	All Schools.
Grade I.....	6·81	7·06	6·86
Grade II.....	7·70	7·97	7·75
Standard I.....	8·74	9·04	8·80
Standard II.....	9·78	10·10	9·84
Standard III.....	10·83	11·21	10·90
Standard IV.....	11·89	12·23	11·96
Standard V.....	12·91	13·27	12·99
Standard VI.....	13·99	14·41	14·08
Standard VII.....	14·86	15·30	14·89
Standard VIII.....	15·58	16·12	15·60
Standard IX.....	16·33	—	16·33
Standard X.....	17·29	—	17·29
Special Classes.....	13·43	—	13·41

The following table gives the corresponding figures for 1948:—

Standard.	Town Schools.	Country Schools.	All Schools.
Grade I.....	6.80	7.35	6.86
Grade II.....	7.73	7.99	7.78
Standard I.....	8.74	9.57	8.81
Standard II.....	9.78	10.11	9.84
Standard III.....	10.84	11.19	10.91
Standard IV.....	11.89	12.35	11.97
Standard V.....	12.92	13.34	13.21
Standard VI.....	13.98	14.38	14.07
Standard VII.....	14.80	15.29	14.82
Standard VIII.....	15.52	16.14	15.55
Standard IX.....	16.30	—	16.30
Standard X.....	17.23	—	17.07
Special Classes.....	13.36	13.60	13.36

The following table gives the median age (in years) of scholars in schools for non-European (Indian and coloured) children as at 7th June, 1949. Pupils in aided schools are not included:—

Standard.	Coloured Schools.	Indian Schools.	All Schools.
Grade I.....	7.57	7.67	7.62
Grade II.....	8.75	8.87	8.81
Standard I.....	9.93	9.95	9.94
Standard II.....	11.06	11.20	11.13
Standard III.....	12.20	12.21	12.20
Standard IV.....	13.06	13.03	13.05
Standard V.....	13.86	13.65	13.78
Standard VI.....	14.71	15.02	14.85
Standard VII.....	15.56	15.83	15.66
Standard VIII.....	16.63	16.67	16.65
Standard IX.....	17.28	17.03	17.14
Standard X.....	18.50	18.43	18.42

HOME LANGUAGE OF PUPILS.

The home language of pupils is shown in the following table:—

	English.	Afrikaans.	Partly English and Partly Afrikaans.	Any Other Language.	Total.
Town and Village Schools.....	101,769	55,511	3,663	1,018	161,961
Country Schools.....	36,552	1,698	385	128	38,763
TOTAL.....	138,321	57,209	4,048	1,146	200,724

The following table gives the corresponding figures for 1948:—

	English.	Afrikaans.	Partly English and Partly Afrikaans.	Any Other Language.	Total.
Town and Village Schools.....	95,143	54,369	3,560	739	153,811
Country Schools.....	35,697	2,098	489	166	38,450
TOTAL.....	130,840	56,467	4,049	905	192,261

The following table gives in respect of all European Government Schools the percentage of pupils in each standard according to the home language, sex and total enrolment. (Pupils in special classes are not included.)

Standard.	Afrikaans.	English.	Partly English and Partly Afrikaans.	Any Other Language.	TOTAL.		Total Pupils.
					Boys.	Girls.	
Grade I.....	10.7	8.4	4.9	6.8	9.9	9.8	9.9
Grade II.....	12.0	11.6	6.7	6.6	11.7	11.7	11.7
Standard I.....	11.9	12.6	8.5	7.5	12.0	11.9	12.0
Standard II.....	11.6	12.1	10.8	8.3	11.6	11.9	11.8
Standard III.....	11.2	12.1	9.5	8.6	11.2	11.7	11.4
Standard IV.....	10.8	11.5	9.2	9.0	10.7	11.2	10.9
Standard V.....	9.9	9.9	8.7	7.8	9.7	10.1	9.9
Standard VI.....	9.2	7.7	16.7	13.9	9.1	8.8	9.0
Standard VII.....	6.2	5.6	11.4	10.2	6.2	6.2	6.2
Standard VIII.....	3.8	4.2	7.9	11.1	4.1	4.0	4.0
Standard IX.....	1.5	2.4	3.1	4.9	2.1	1.5	1.8
Standard X.....	1.2	1.9	2.6	5.3	1.7	1.2	1.4
TOTAL.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0

The following table gives the corresponding figures for 1948:—

Standard.	Afrikaans.	English.	Partly English and Partly Afrikaans.	Any Other Language.	TOTAL.		Total Pupils.
					Boys.	Girls.	
Grade I.....	10.6	8.7	5.2	5.4	9.9	9.9	9.8
Grade II.....	11.9	11.8	7.8	5.8	11.8	11.7	11.8
Standard I.....	12.2	12.3	9.7	7.7	12.1	12.2	12.2
Standard II.....	11.7	12.5	10.4	9.1	11.7	12.1	11.9
Standard III.....	11.5	12.3	9.8	8.1	11.4	11.9	11.5
Standard IV.....	10.5	10.7	9.2	8.1	10.3	10.7	10.5
Standard V.....	9.9	10.1	8.2	6.7	9.9	10.2	10.0
Standard VI.....	8.4	6.9	16.4	12.8	8.2	8.2	8.3
Standard VII.....	6.2	6.1	10.2	14.0	6.4	6.2	6.3
Standard VIII.....	4.2	4.3	7.0	10.2	4.3	4.2	4.3
Standard IX.....	1.7	2.4	3.2	7.2	2.3	1.5	1.9
Standard X.....	1.2	1.9	2.9	4.9	1.7	1.2	1.5
TOTAL.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0

The following table gives the relative number of pupils in each class taking Standard I as 100, according to home language, sex and total enrolment:—

Standard.	Afrikaans.	English.	Partly English and Partly Afrikaans.	Any Other Language.	TOTAL.		Total Pupils.
					Boys.	Girls.	
Standard I.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Standard II.....	97.8	96.3	128.4	110.5	96.5	99.3	97.8
Standard III.....	94.2	96.2	112.6	115.1	92.6	98.0	95.1
Standard IV.....	90.5	91.6	108.7	119.8	88.4	94.2	91.1
Standard V.....	83.0	79.3	102.9	103.5	80.1	84.5	82.2
Standard VI.....	77.4	60.9	199.4	184.9	75.6	73.5	74.6
Standard VII.....	51.8	44.8	134.9	136.1	51.1	51.3	51.2
Standard VIII.....	31.9	32.9	93.6	147.7	34.0	33.0	33.5
Standard IX.....	12.3	18.9	36.4	65.1	17.3	12.0	14.8
Standard X.....	9.7	14.1	30.8	69.8	13.6	9.2	11.5

The following table gives the corresponding figures for 1948:—

Standard.	Afrikaans.	English.	Partly English and Partly Afrikaans.	Any Other Language.	TOTAL.		Total Pupils.
					Boys.	Girls.	
Standard I.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Standard II.....	95.6	101.0	106.7	117.1	96.1	98.9	97.4
Standard III.....	93.8	99.9	101.0	104.3	93.9	97.7	95.7
Standard IV.....	86.1	86.5	94.6	104.3	85.3	87.6	86.4
Standard V.....	81.8	82.1	84.3	87.1	81.6	82.4	81.9
Standard VI.....	69.1	56.0	168.1	165.7	67.2	67.1	67.2
Standard VII.....	50.8	49.1	103.6	181.4	52.6	50.5	51.6
Standard VIII.....	33.3	34.6	72.2	131.4	35.4	33.7	34.6
Standard IX.....	13.6	19.6	32.9	92.9	19.4	12.3	16.0
Standard X.....	9.6	16.1	30.1	62.9	14.3	9.7	12.1

The following table gives the relative number of pupils in each class of the secondary schools, taking Standard VI as 100, according to home language, sex and enrolment:—

Standard.	Afrikaans.	English.	Partly English and Partly Afrikaans.	Any Other Language.	TOTAL.		Total Pupils.
					Boys.	Girls.	
Standard VI.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Standard VII.....	66.9	73.5	67.7	73.6	67.7	69.7	68.6
Standard VIII.....	41.3	54.0	46.9	79.9	45.0	44.9	44.9
Standard IX.....	15.8	31.0	18.2	35.2	22.9	16.3	19.8
Standard X.....	12.5	23.1	15.4	37.7	18.0	12.5	15.4

The following table gives the corresponding figures for 1948:—

Standard.	Afrikaans.	English.	Partly English and Partly Afrikaans.	Any Other Language.	TOTAL.		Total Pupils.
					Boys.	Girls.	
Standard VI.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Standard VII.....	73.6	87.6	61.6	109.5	78.3	75.2	76.8
Standard VIII.....	48.1	61.7	43.0	79.3	52.7	50.3	51.5
Standard IX.....	19.7	35.0	19.6	56.0	28.8	18.3	23.8
Standard X.....	14.0	28.8	17.9	37.9	21.2	14.5	18.0

ELIMINATION OF PUPILS.

The following tables give details of pupils in European schools (excluding aided schools) in Standards VI-X for the years 1940-1949. The figures shown illustrate the elimination of pupils at the end of the primary stage and during the secondary stage.

I. Comparative Table of European Pupils in Different Standards.

Year.	STANDARDS.				
	VI.	VII.	VIII.	IX.	X.
1940.....	15,268	9,997	6,381	3,104	2,638
1941.....	15,457	10,243	6,273	2,945	2,503
1942.....	15,911	10,648	6,503	3,020	2,333
1943.....	17,007	11,653	7,093	3,181	2,531
1944.....	16,580	12,651	7,130	3,366	2,644
1945.....	16,627	12,828	8,285	3,472	2,664
1946.....	15,787	12,537	8,205	3,899	2,712
1947.....	15,567	12,070	8,121	3,622	2,894
1948.....	15,649	12,020	8,063	3,720	2,814
1949.....	17,903	12,284	8,043	3,544	2,760

II. Percentages Based on the Preceding Table.

Year.	STANDARDS.				
	VI.	VII.	VIII.	IX.	X.
1940.....	100	68	45	21	18
1941.....	100	67	43	21	17
1942.....	100	69	43	20	17
1943.....	100	73	46	21	17
1944.....	100	74	45	22	17
1945.....	100	77	49	22	17
1946.....	100	75	49	23	17
1947.....	100	76	49	22	17
1948.....	100	77	51	22	17
1949.....	100	78	52	22	17

REGISTERED PRIVATE SCHOOLS.

According to returns submitted to the Department in June, 1949, there were 109 registered private schools in the Transvaal, with an enrolment of 17,035 pupils.

DISTRIBUTION OF SCHOOLS.

The following table gives the grading of all schools (other than native and aided):—

	European.	Non-European.
<i>Primary Schools—</i>		
Grade A.....	168	19
Grade B.....	75	6
Grade C.....	60	7
Grade D.....	128	21
Grade E.....	124	24
Grade F.....	106	11
<i>School Farms—</i>		
Grade A.....	—	—
Grade B.....	4	—
Grade C.....	6	—
<i>High Schools—</i>		
Grade A.....	31	2
Grade B.....	17	—
Grade C.....	9	—
<i>Junior High Schools—</i>		
Grade A.....	11	—
Grade B.....	9	—
Grade C.....	14	1
TOTAL.....	762	91

The following is the distribution of schools (according to grading) providing education above Standard VI. Aided and native schools are not included:—

	European.	Non-European.
(a) <i>High Schools—</i>		
Standard VII-X—		
Grade A.....	—	—
Grade B.....	—	—
Grade C.....	2	—
Standard VI-X—		
Grade A.....	31	2
Grade B.....	17	—
Grade C.....	7	—
(b) <i>Junior High Schools—</i>		
Classes to Standard X—		
Grade A.....	1	—
Grade B.....	2	—
Grade C.....	2	1
Classes to Standard VIII—		
Grade A.....	10	—
Grade B.....	7	—
Grade C.....	12	—
(c) <i>Primary Schools—</i>		
Classes to Standard X—		
Grade A.....	2	2
Classes to Standard VIII—		
Grade A.....	15	—
Grade B.....	8	1
Grade C.....	3	—
Grade D.....	1	—
(d) <i>School Farms—</i>		
Grade A.....	—	—
Grade B.....	4	—
Grade C.....	6	—
TOTAL.....	130	6

The following is the distribution of schools (according to numbers) providing primary education and includes those schools which provide both primary and secondary education. Aided and native schools are not included:—

	European.	Non-European.
0- 20.....	8	—
21- 35.....	44	1
31- 70.....	119	18
71-100.....	61	13
101-200.....	117	24
201-300.....	74	9
301-500.....	155	12
501 and over.....	83	14
TOTALS.....	661	91

TEACHING STAFF.

The following table shows the distribution of teachers over the different classes of schools as at the end of the year 1949. For comparative purposes, the figures for 1948 are also given.

	MEN.		WOMEN.		TOTAL.	
	1948.	1949.	1948.	1949.	1948.	1949.
A.—EUROPEAN.						
Primary Schools (Town).....	1,424	1,465	2,516	2,641	3,940	4,106
Primary Schools (Country).....	892	892	466	497	1,358	1,389
Preparatory Department.....	4	4	43	44	47	48
Junior High Schools.....	399	384	156	175	555	559
High Schools.....	793	835	327	362	1,120	1,197
School Farms.....	102	101	38	43	140	144
Training Colleges.....	49	50	31	29	80	79
Non-European Schools.....	105	90	78	91	183	181
TOTAL EUROPEAN.....	3,768	3,821	3,655	3,882	7,423	7,703
B.—NON-EUROPEAN (Indian and Coloured).						
Indian and Coloured Teachers in Non-European Schools.....	321	342	147	141	468	483
TOTAL.....	4,089	4,163	3,802	4,023	7,891	8,186

For European teachers the percentage of men to women was 49·6 to 50·4 as against 51·0 to 49·0 in the year ended 31st December, 1948. In town schools the number of men and women was, respectively, 2,738 and 3,251 while in country schools the respective numbers were 993 and 540. The percentage of men employed was thus 45·7 in town schools and 64·8 in country schools. The percentages for 1948 were 46·5 and 66·4 respectively.

Apart from the 7,703 European full time teachers employed by the Department, there were 121 hourly paid teachers whose whole time was not occupied in teaching.

CERTIFICATION AND TRAINING OF TEACHERS.

The following table gives statistics with regard to the certification and training of all European teachers in the service of the Department on the 9th December, 1949.

	PRIMARY SCHOOLS.		HIGH SCHOOLS.		JUNIOR HIGH SCHOOLS.		SCHOOL FARMS.		NON-EUROPEAN SCHOOLS.		NORMAL COLLEGES.		TOTAL.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
<i>Certificates—</i>														
Second Class.....	2,004	1,728	826	334	371	159	94	28	65	33	48	27	3,408	2,309
Third Class.....	341	1,407	5	21	12	15	6	12	24	55	—	1	388	1,511
Uncertificated.....	16	47	4	7	1	1	1	3	1	3	2	1	25	62
TOTAL.....	2,361	3,182	835	362	384	175	101	43	90	91	50	29	3,821	3,882
<i>Degrees—</i>														
Certificated.....	972	328	752	277	285	82	62	7	32	15	46	16	2,149	725
Uncertificated.....	5	5	2	2	—	1	1	1	—	—	1	—	9	10
Non-degree.....	1,384	2,849	81	83	99	92	38	35	58	75	3	13	1,663	3,147
TOTAL.....	2,361	3,182	835	362	384	175	101	43	90	91	50	29	3,821	3,882
<i>Training—</i>														
Trained.....	2,174	3,056	790	347	367	172	96	38	78	84	47	28	3,552	3,725
Untrained.....	187	126	45	15	17	3	5	5	12	7	3	1	269	157
TOTAL.....	2,361	3,182	835	362	384	175	101	43	90	91	50	29	3,821	3,882
Matriculated.....	2,248	2,867	826	353	374	172	98	40	69	61	49	29	3,664	3,522
Non-matriculated.....	113	315	9	9	10	3	3	3	21	30	1	—	157	360
TOTAL.....	2,361	3,182	835	362	384	175	101	43	90	91	50	29	3,821	3,882
Hourly paid.....	3	74	6	23	—	4	—	5	—	1	2	3	11	110

The following table shows the percentage of certificated and uncertificated teachers during the period 1940-1949:—

Year.	NORMAL COLLEGES AND HIGH SCHOOLS.		PRIMARY SCHOOLS.				ALL SCHOOLS.	
			TOWN.		COUNTRY.			
	Certifi- cated.	Uncertifi- cated.	Certifi- cated.	Uncertifi- cated.	Certifi- cated.	Uncertifi- cated.	Certifi- cated.	Uncertifi- cated.
1940.....	99.4	0.8	99.5	0.5	99.3	0.7	99.4	0.6
1941.....	98.2	1.8	99.0	1.0	98.3	1.7	98.6	1.4
1942.....	99.0	1.0	99.1	0.9	98.0	2.0	98.8	1.2
1943.....	98.9	1.1	99.4	0.6	98.0	2.0	99.0	1.0
1944.....	99.3	0.7	99.3	0.7	99.4	0.6	99.2	0.8
1945.....	98.8	1.2	99.4	0.6	98.5	1.5	99.1	0.9
1946.....	99.1	0.9	99.6	0.4	97.7	2.3	99.0	1.0
1947.....	99.1	0.9	99.5	0.5	97.7	2.3	99.0	1.0
1948.....	98.7	1.3	99.8	0.2	98.9	1.1	99.4	0.6
1949.....	98.9	1.1	99.2	0.8	97.9	2.1	98.9	1.1

GRADES OF POSTS AS ON 14TH DECEMBER, 1949.

	A.	B.	C.	D.	E.	F.
<i>Primary Schools—</i>						
Principals.....	169	74	58	126	125	103
Vice-principals.....	161	64	55	16	—	—
Assistants.....	707	3,885	—	—	—	—
<i>Junior High Schools—</i>						
Principals.....	13	8	12	—	—	—
Vice-principals.....	10	8	13	—	—	—
Assistants.....	99	396	—	—	—	—
<i>School Farms—</i>						
Principals.....	—	4	6	—	—	—
Vice-principals.....	—	5	5	—	—	—
Assistants.....	19	105	—	—	—	—
<i>High Schools—</i>						
Principals.....	28	17	11	—	—	—
Vice-principals.....	29	15	9	—	—	—
Assistants.....	274	814	—	—	—	—
<i>Normal Colleges—</i>						
Principals.....	4	—	—	—	—	—
Vice-principals.....	4	—	—	—	—	—
Assistants.....	59	12	—	—	—	—
<i>All European Schools—</i>						
Principals.....	214	103	87	126	125	103
Vice-principals.....	204	92	82	16	—	—
Assistants.....	1,158	5,212	—	—	—	—
<i>Indian and Coloured Schools—</i>						
<i>European Teachers—</i>						
Principals.....	12	1	5	6	4	6
Vice-principals.....	9	1	2	—	—	—
Assistants.....	9	126	—	—	—	—
<i>Non-European Teachers—</i>						
Principals.....	7	4	5	13	16	4
Vice-principals.....	12	3	8	—	—	—
Assistants.....	49	362	—	—	—	—
<i>All Schools—</i>						
Principals.....	233	108	97	145	145	113
Vice-principals.....	225	96	92	16	—	—
Assistants.....	1,216	5,700	—	—	—	—
TOTAL.....	1,674	5,904	189	161	145	113

SALARIES OF TEACHERS.

The average salary paid to teachers (certificated and uncertificated) was £492 in 1947 as compared with £527 in 1948.

The following table gives a distribution of teachers according to salaries received.

Salaries.	MEN.				WOMEN.			
	PRINCIPALS.		ASSISTANTS.		PRINCIPALS.		ASSISTANTS.	
	No.	%	No.	%	No.	%	No.	%
£700 and over.....	682	86.1	1,090	32.3	39	75.0	9	2
£600 to £699.....	52	6.6	766	22.8	7	13.5	176	4.4
£500 to £599.....	27	3.4	508	15.1	1	1.9	466	11.7
£400 to £499.....	23	2.9	606	18.0	5	9.6	1,366	34.4
£300 to £399.....	6	.8	294	8.7	—	—	1,374	34.6
£200 to £299.....	1	.1	92	2.7	—	—	526	13.3
£100 to £199.....	1	.1	15	.4	—	—	54	1.4

PROPORTION OF TEACHERS TO SCHOLARS.

The following table shows the proportion of teachers to scholars for the years 1940 to 1949. Part time teachers at Normal Colleges and in Indian and coloured schools are not included.

Year.	TOWN AND VILLAGE SCHOOLS.			COUNTRY SCHOOLS.			ALL SCHOOLS.		
	Tea- chers.	Scho- lars.	Propor- tion.	Tea- chers.	Scho- lars.	Propor- tion.	Tea- chers.	Scho- lars.	Propor- tion.
1940.....	4,336	118,264	1:27.1	1,681	40,757	1:24.2	6,037	159,021	1:26.3
1941.....	4,378	117,676	1:26.9	1,585	38,676	1:24.4	5,963	156,352	1:26.1
1942.....	4,472	123,717	1:27.7	1,584	38,648	1:24.4	6,056	162,365	1:26.8
1943.....	4,741	127,530	1:26.9	1,601	39,007	1:24.4	6,342	166,542	1:26.3
1944.....	4,788	133,162	1:27.8	1,556	38,661	1:24.8	6,344	171,823	1:27.1
1945.....	5,017	138,589	1:27.6	1,566	38,704	1:24.7	6,583	177,293	1:26.9
1946.....	5,185	139,385	1:26.9	1,559	39,268	1:25.2	6,744	178,653	1:26.5
1947.....	5,447	144,122	1:26.5	1,492	40,610	1:27.2	6,939	184,732	1:26.6
1948.....	5,662	153,811	1:27.2	1,498	38,450	1:25.7	7,160	192,261	1:26.9
1949.....	5,910	161,961	1:27.4	1,533	38,763	1:25.3	7,443	200,724	1:27.0

FINANCE.

Expenditure on Public Education.

Statement for the years ended 31st December, 1948 and 31st December, 1949.

	1948.		1949.	
	£	s. d.	£	s. d.
A.—ADMINISTRATION.				
1. Salaries, wages and allowances.....	49,432	9 9	52,780	9 10
2. Subsistence and transport.....	932	19 2	714	4 0
3. Teachers' Pensions Board.....	55	7 1	62	5 5
TOTAL.....	£ 50,420	16 0	53,556	19 3
B.—SCHOOL BOARDS.				
1. Salaries, wages and allowances.....	53,700	9 6	56,953	11 2
2. Subsistence and transport.....	20,365	19 8	9,190	11 0
3. Incidentals.....	4,530	18 1	4,503	8 7
TOTAL.....	£ 78,597	7 3	70,647	10 9

FINANCE (continued).

	1948.		1949.	
	£	s. d.	£	s. d.
C.—SCHOOL INSPECTION.				
1. Salaries, wages and allowances.....	41,797	12 10	43,380	19 0
2. Subsistence and transport.....	9,003	14 6	11,100	17 9
3. Incidentals.....	1,101	12 5	1,036	19 10
TOTAL.....	£ 51,902	19 9	55,518	16 7
D.—MEDICAL INSPECTION AND TREATMENT OF SCHOOL CHILDREN.				
1. Salaries, wages and allowances.....	25,669	10 7	28,400	2 5
2. Subsistence and transport.....	10,032	8 8	9,785	18 9
3. Clinics and professional fees.....	8,486	18 4	11,947	8 7
4. Incidentals.....	1,125	3 8	2,137	6 11
5. Grants-in-Aid.....	18,436	15 11	16,490	0 0
TOTAL.....	£ 63,750	17 2	68,760	16 8
E.—TRAINING OF TEACHERS.				
1. Salaries, wages and allowances.....	102,766	4 3	103,744	8 11
2. Subsistence and transport.....	11,729	17 2	7,667	19 8
3. Furniture and equipment.....	2,361	14 11	5,392	19 11
4. Books and material.....	3,570	1 8	2,669	18 9
5. Bursaries.....	79,347	10 0	81,282	18 6
6. Rents.....	1,452	15 2	1,330	13 0
7. Fuel, light, water, cleaning, etc.....	2,781	8 5	2,850	7 5
8. Incidentals.....	717	11 0	623	3 1
TOTAL.....	£ 204,727	2 7	205,562	9 3
F.—SECONDARY EDUCATION.				
1. Salaries, wages and allowances.....	1,274,875	5 6	1,354,907	3 1
2. Subsistence and transport.....	653	7 0	785	2 0
3. Furniture and equipment.....	38,916	13 4	42,003	5 10
4. Books and material.....	74,713	15 1	74,336	7 7
5. Bursaries and Provincial Hostel Maintenance.....	63,145	17 10	59,737	8 8
6. Rents.....	14,253	13 6	12,481	4 7
7. Fuel, light, water, cleaning, etc.....	50,001	18 8	59,147	13 0
8. Incidentals.....	—		1	1 0
TOTAL.....	£ 1,516,560	10 11	1,603,399	5 9
G.—PRIMARY EDUCATION.				
1. Salaries, wages and allowances.....	3,053,956	4 8	3,228,191	10 10
2. Subsistence and transport.....	2,071	16 11	1,668	2 0
3. Furniture and equipment.....	41,924	12 11	54,941	5 2
4. Books and material.....	91,270	13 4	92,053	15 7
5. Bursaries and Provincial Hostel Maintenance.....	87,644	16 3	87,407	1 1
6. Grants-in-Aid.....	45,748	1 8	54,466	13 9
7. Rents and rates.....	16,234	1 1	15,854	11 9
8. Fuel, light, water, cleaning, etc.....	112,302	8 2	130,252	4 11
9. Incidentals.....	1	1 0	13	10 0
10. Conveyance of pupils.....	232,394	17 2	262,761	5 4
TOTAL.....	£ 3,683,548	13 2	3,927,610	0 5
H.—COMBINED PRIMARY AND SECONDARY EDUCATION.				
1. Salaries, wages and allowances.....	176,801	0 6	183,712	14 9
2. Subsistence and transport.....	148	6 2	105	3 11
3. Furniture and equipment.....	3,676	10 6	1,544	18 1
4. Books and material.....	8,059	1 8	7,862	1 0
5. Bursaries and Provincial Hostel Maintenance.....	11,237	6 10	10,617	9 0
6. Rents.....	1,453	5 1	1,204	15 6
7. Fuel, light, water, cleaning, etc.....	5,083	4 2	5,934	3 5
8. Incidentals.....	—		0	3 10
TOTAL.....	£ 206,458	14 11	210,981	9 6

FINANCE (continued).

	1948.		1949.	
	£	s. d.	£	s. d.
J.—EDUCATION OF EURAFRICAN AND ASIATIC CHILDREN.				
1. Salaries, wages and allowances.....	352,815	17 3	375,339	15 6
2. Subsistence and transport.....	39	4 7	130	18 9
3. Furniture and equipment.....	3,356	18 2	5,484	0 2
4. Books and material.....	12,408	13 5	13,669	5 0
5. Bursaries.....	262	8 6	404	15 1
6. Rents.....	7,264	8 4	9,512	19 2
7. Grants in-Aid.....	2,878	17 0	3,741	2 7
8. Fuel, light, water, cleaning, etc.....	12,420	13 2	15,012	2 11
9. Incidentals.....	2	2 0	4	4 0
TOTAL.....	£ 391,449	2 5	423,299	3 2
K.—EDUCATION OF NATIVE CHILDREN.				
1. Administration—				
(a) (i) Salaries, wages and allowances.....	20,442	18 10	27,335	14 9
(a) (ii) Cost of living allowances.....	5,881	12 10	7,995	16 1
(b) Subsistence and transport (including Mission Superintendents).....	4,956	13 7	2,968	14 11
(c) Office equipment and furniture.....	548	13 5	2,799	3 5
(d) Rents and insurance.....	1,523	19 7	5,175	5 0
(e) Fuel, light, cleaning (including disinfectants and lavatory requisites), water and sanitary services.....	173	17 10	291	0 7
(f) Maintenance and repairs.....	8	10 0	23	19 1
(g) Telegraphs and telephones.....	628	15 9	599	5 7
(h) Incidentals.....	3	11 9	7	15 2
2. Inspection (Europeans)—				
(a) (i) Salaries, wages and allowances.....	12,479	6 1	13,115	12 4
(a) (ii) Cost of living allowances.....	2,264	3 4	2,678	0 0
(b) Subsistence and transport.....	9,416	0 9	7,839	16 5
(c) Incidentals.....	89	6 2	2	11 7
Natives—				
(d) (i) Salaries, wages and allowances.....	9,910	9 8	10,990	3 3
(d) (ii) Cost of living allowances.....	4,307	2 7	5,453	10 9
(e) Subsistence and transport.....	3,223	7 6	3,399	16 10
(f) Incidentals.....	38	12 0	3	17 8
3. Training of Teachers—				
(a) (i) Salaries, wages and allowances.....	47,363	19 2	53,653	4 4
(a) (ii) Cost of living allowances.....	10,593	13 8	12,980	5 6
(b) Subsistence and transport.....	484	8 2	510	11 2
(c) General maintenance (including equipment, material, furniture and repairs)—				
(i) Ordinary.....	3,237	19 5	9,003	18 0
(ii) Extraordinary.....	308	8 0	—	—
(d) Libraries.....	15	5 10	25	5 8
(e) Bursaries.....	4,656	14 6	2,384	5 0
(f) Vacation courses.....	10	7 11	—	—
(g) Rent grants.....	2,075	18 8	1,078	2 9
(h) Fuel, light, cleaning requirements, water and sanitary services (Departmental buildings only).....	23	16 9	1	2 3
(i) Rents, rates and insurance (Departmental buildings only).....	—	—	45	16 6
(j) Repairs, renovations and maintenance of Departmental buildings and grounds.....	—	—	0	15 0
(k) Maintenance of pupils.....	—	—	4,537	9 7
(l) Incidentals.....	—	—	—	—
4. Secondary Education—				
(a) (i) Salaries, wages and allowances.....	80,810	14 3	92,122	17 11
(a) (ii) Cost of living allowances.....	27,910	16 10	35,227	0 11
(b) Subsistence and transport.....	5	18 3	43	17 11
(c) General maintenance (including equipment, material, furniture, repairs)—				
(i) Ordinary.....	10,522	10 0	8,570	8 5
(ii) Extraordinary.....	19	5 11	—	—
(d) Libraries.....	338	8 5	307	11 9
(e) Bursaries.....	2,199	8 8	1,460	10 0
(f) Rent grants.....	—	—	1,588	2 2
(g) Fuel, light, cleaning requirements, water and sanitary services (Departmental buildings only).....	118	7 6	153	18 6
(h) Rents, rates and insurance (Departmental buildings only).....	—	—	1,211	13 11
(i) Repairs, renovations and maintenance of Departmental buildings and grounds.....	—	—	—	—
(j) Maintenance of pupils.....	—	—	1,190	17 0
(l) Incidentals.....	—	—	—	—
5. Primary Education (including School Farms)—				
(a) (i) Salaries, wages and allowances.....	570,042	11 3	637,632	6 7
(a) (ii) Cost of living allowances.....	279,071	4 8	349,748	0 10
(b) Subsistence and transport.....	138	4 5	140	16 7

FINANCE (continued).

	1948.		1949.	
	£	s. d.	£	s. d.
(c) General maintenance (including equipment, material, furniture, repairs and sanitary services for Mission Schools)—				
(i) Ordinary.....	42,146	12 7	34,283	17 4
(ii) Extraordinary.....	—	—	1,041	0 8
(d) Books for pupils.....	23,479	7 3	18,095	6 3
(e) Libraries.....	1,554	19 6	1,912	8 10
(f) Rent grants.....	15,778	3 10	10,436	10 5
(g) Fuel, light, cleaning requirements, water and sanitary services (Departmental buildings only).....	981	0 11	1,319	9 5
(h) Rents, rates and insurance (Departmental buildings only).....	1	0 0	11,751	6 0
(i) Repairs, renovations and maintenance of Departmental buildings and grounds.....	124	7 6	—	—
(j) Incidentals.....	—	—	5	1 10
6. Combined Primary and Secondary Education—				
(a) (i) Salaries, wages and allowances.....	28,864	17 2	33,797	18 11
(ii) Cost of living allowances.....	13,817	19 9	18,646	0 10
(b) Subsistence and transport.....	—	—	1	15 4
(c) General maintenance (including equipment, material, furniture and repairs)—				
(i) Ordinary.....	2,413	1 5	1,004	0 10
(ii) Extraordinary.....	—	—	—	—
(d) Books for primary pupils.....	—	—	329	15 3
(e) Libraries.....	—	—	8	6 3
(f) Bursaries.....	183	13 2	2	18 0
(g) Rent grants.....	370	15 4	985	9 0
(h) Fuel, light, cleaning requirements, water and sanitary services (Departmental buildings only).....	25	16 0	137	11 3
(i) Rents, rates and insurance (Departmental buildings only).....	—	—	100	0 0
(j) Repairs, renovations and maintenance of Departmental buildings and grounds.....	—	—	—	—
(k) Maintenance of pupils.....	—	—	—	—
(l) Incidentals.....	—	—	—	—
7. Technical and Industrial Education—				
(a) (i) Salaries, wages and allowances.....	14,703	13 5	15,775	15 9
(ii) Cost of living allowances.....	4,544	12 9	5,719	10 9
(b) Subsistence and transport.....	8	9 8	58	4 6
(c) General maintenance (including equipment, material, furniture and repairs)—				
(i) Ordinary.....	9,545	0 10	5,933	2 1
(ii) Extraordinary.....	13	18 4	—	—
(d) Libraries.....	122	7 7	19	17 0
(e) Bursaries.....	—	—	—	—
(f) Rent grants.....	688	11 11	577	4 6
(g) Fuel, light, cleaning requirements, water and sanitary services (Departmental buildings only).....	33	3 3	105	18 5
(h) Rents, rates and insurance (Departmental buildings only).....	—	—	210	0 0
(i) Repairs, renovations and maintenance of Departmental buildings and grounds.....	—	—	—	—
(j) Maintenance of pupils.....	—	—	4,226	9 9
(k) Incidentals.....	—	—	—	—
8. General—				
(a) Contributions to Pension Funds.....	1,945	15 6	2,202	11 10
(b) Printing, stationery and advertising.....	2,158	18 8	6,715	11 6
(c) Examination expenses.....	3,951	8 2	4,338	17 4
(d) Employees contributions for unemployment insurance.....	7,664	11 7	8,582	10 10
(e) Incidentals.....	256	7 8	583	8 11
9. Payable from Native Trust Fund—				
(a) Special equipment grant.....	—	—	—	—
(b) Industrial equipment grant.....	—	—	—	—
GRAND TOTAL.....	£1,291,223	17 8	1,493,207	1 3
L.—GENERAL.				
1. Examination expenses.....	11,552	3 7	12,486	16 0
2. Pensions and gratuities.....	39,183	13 1	34,634	18 3
3. Administration's contributions to Pension and Provident Funds.....	235,566	2 1	244,422	1 6
4. Unemployment Insurance Fund.....	9,943	5 10	16,477	16 11
5. Grants-in-Aid.....	15,155	0 6	23,052	12 5
6. Educational equipment.....	39,452	7 8	37,250	8 11
7. Feeding of school children—				
(a) Feeding.....	485,149	7 0	589,604	2 11
(b) Equipment.....	4,273	0 2	4,823	10 2
8. Printing, stationery and advertising.....	15,471	19 4	27,504	2 5
9. Miscellaneous.....	12,150	1 2	8,671	3 9
10. Rail charges.....	5,905	6 9	6,483	16 6
TOTAL.....	£873,802	7 2	1,005,411	9 9

FINANCE (continued).

	1948.		1949.	
	£	s. d.	£	s. d.
M.—MINOR WORKS.				
Minor works, maintenance and repairs.....	445,099	0 2	508,485	14 3
N.—SCHOOL FARMS AND HOSTELS.				
1. Salaries, wages and allowances.....	94,693	16 3	100,271	15 3
2. Subsistence and transport.....	58	9 5	25	14 0
3. Furniture and equipment.....	1,037	15 1	1,984	9 2
4. Purchase of livestock.....	—	—	10	3 7
5. Farm requirements.....	—	—	—	—
6. Bursaries and hostel and farm maintenance.....	29,992	17 3	31,120	4 3
7. Books and material.....	5,104	11 8	5,070	15 9
8. Fuel, light, water, cleaning, etc.....	1,237	18 10	1,300	10 5
9. Miscellaneous.....	—	—	1	1 0
TOTAL.....	£132,125	8 6	139,784	13 5
P.—AGRICULTURAL TRAINING SCHOOL, BRITS.				
1. Salaries, wages and allowances.....	8,096	9 0	8,362	2 6
2. Subsistence and transport.....	31	5 7	15	16 9
3. Furniture and equipment.....	2,257	13 5	644	16 5
4. Purchase of livestock.....	—	—	—	—
5. Farm requirements.....	—	—	—	—
6. Bursaries and hostel and farm maintenance.....	627	10 0	510	2 0
7. Books and material.....	436	10 11	196	9 11
8. Fuel, light, water, cleaning, etc.....	77	14 1	100	7 6
9. Miscellaneous.....	—	—	14	14 9
TOTAL.....	£11,527	3 0	9,844	9 10
GRAND TOTAL.....	£9,001,194	0 8	9,776,069	19 10

The following statement groups the various items of expenditure under appropriate heads and expresses the expenditure under each head as a percentage of the whole:—

	EXPENDITURE.		PERCENTAGES.	
	1948.	1949.	1948.	1949.
1. Administration—	£	s. d.	£	s. d.
(a) Head Office.....	50,420	16 0	53,556	19 3
(b) School Boards.....	78,597	7 3	70,647	10 9
2. Inspection—				
(a) School.....	51,902	19 9	55,518	16 7
(b) Medical.....	63,750	17 2	68,760	16 8
3. Teachers' salaries (European Schools).....	4,711,189	0 2	4,979,189	15 4
4. Other Charges (including travelling expenses, conveyance of pupils, provision of books and school material, Standard Stock Account, Technical and Scientific Equipment, Incidentals and Examination charges).....	457,942	19 0	506,768	15 2
5. Bursaries and Hostel Maintenance.....	241,375	10 11	239,044	17 3
6. Education of Coloured and Indian children..	391,449	2 5	423,299	3 2
7. Education of Native children.....	1,291,223	17 8	1,493,207	1 3
8. Miscellaneous.....	12,150	1 2	8,671	3 9
9. Grants-in-Aid for Aided Private School and Nursery Schools.....	45,748	1 8	77,519	6 2
10. Local Works (rents, rates, fuel, light and cleaning), furniture and equipment, minor works and repairs, maintenance, survey of school sites.....	774,993	13 9	841,423	16 10
11. Gratuities, Government Contributions, Provident and Pension Funds and Redemption..	274,749	15 2	295,534	16 8
12. Printing, Stationery and Advertising.....	25,415	5 2	27,504	2 5
13. School Farms (excluding salaries, wages and allowances).....	37,431	12 3	39,512	18 2
14. Agricultural High School (excluding salaries, wages and allowances).....	3,430	14 0	1,482	7 4
15. School Feeding.....	489,422	7 2	594,427	13 1
TOTAL.....	9,001,194	0 8	9,776,069	19 10
			100.00	100.00

COST PER PUPIL.

The following table shows the cost per pupil based on the enrolment of the different classes of schools and the estimated expenditure for each class. In the case of training of teachers the amount expended in respect of loan bursaries is included, this amount being eventually recovered:—

Class of School.	1948.			1949.		
	Average Enrolment.	Expenditure.	Cost per Pupil.	Average Enrolment.	Expenditure.	Cost per Pupils
			£ s. d.			£ s. d.
Primary Education.....	154,934	5,110,131	32 19 8	160,720	5,572,978	34 13 6
Secondary Education.....	37,236	1,922,804	51 12 9	39,918	2,045,296	51 4 9
Training of Teachers.....	1,322	211,052	159 12 11	1,316	212,820	161 14 4
Indian and Coloured Education....	20,121	405,138	20 2 8	21,230	441,164	20 15 7
Agricultural Education.....	91	12,217	134 5 1	86	10,613	123 8 2
<i>Native Education—</i>						
(a) Pupils.....	227,223	1,217,185	5 7 2	203,819	1,402,084	6 17 6
(b) Training of Teachers.....	813	74,039	91 1 5	813	91,123	112 1 8

CHAPTER III.

REPORTS OF INSPECTORS OF EDUCATION.

INSPECTION CIRCUIT A.—PRETORIA.

Inspectors: B. O. MEYER, W. J. SNYMAN AND B. J. VILJOEN.

At the beginning of the two year period under review, viz. January, 1948 to December, 1949, the inspectoral staff in the circuit was increased from three, viz. Messrs. de Villiers, Meyer and Viljoen, to four by the transfer of Mr. E. Steyn from the West Rand Circuit. As, however, Mr. Steyn was immediately seconded for special duty, eventually at the end of the year to be appointed Chief Inspector, and owing to Mr. de Villiers' retirement in May, and also to sickness, the number of inspectors on duty, in spite of Mr. W. J. Snyman's appointment to the circuit in August, 1948, was never four, seldom exceeded two, and was often only one. In consequence, the backlog in inspection work which existed at the beginning of 1948 could not be overtaken, and the period closed with some inspections overdue.

At the end of 1949 this circuit reluctantly bade farewell to Mr. B. J. Viljoen, twenty-one years an Inspector of Education, known and esteemed from one end of the Transvaal to the other. His name will live not only in the memory of his colleagues, and those who had the privilege of serving under him, but also in a Departmental institution, the Ben Viljoen Junior Hoërskool at Groblersdal, recently renamed in tribute to his efforts in the cause of education in that corner of the Pretoria circuit.

STATISTICS.

The growth of the circuit is reflected by the following figures:—

	NUMBER OF—		
	Schools.	Staff.	Pupils.
December, 1943.....	99	914	26,663
December, 1949.....	116	1,204	35,408

These schools fall under the jurisdiction of three school boards, viz. Pretoria City, Pretoria District and Middelburg.

The classification of schools is as follows:—

	European.	Indian and/or Coloured.	Staff.	Number of Pupils.
High Schools.....	9	—	183	3,942
Junior High Schools (one with classes to Standard X).....	8	—	121	2,810
Intermediate Schools with classes to Standard X..	—	2	43	1,272
Primary Schools—				
P.A. (three with special classes).....	28	1	485	16,280
P.B.....	12	1	147	4,933
P.C.....	4	—	32	993
P.D.....	19	1	98	3,094
P.E.....	19	—	55	1,504
P.F.....	6	2	17	358
Special Schools (one P.D., one P.E.).....	2	—	14	174
School for Chronic Sick Children.....	1	—	4	48
Art Centre.....	1	—	5	—
TOTAL AT END OF 1949.....	109	7	1,204	35,408
TOTAL AT END OF 1947.....	104	7	1,092	31,857

There are in addition the following institutions in this circuit:—

Normal College	1
Subsidised Private Schools	4
Subsidised Nursery Schools	10
Registered Private Schools	17

The distances in miles of the schools from headquarters can be summarised:—

Under 25 miles	74
Between 25 and 50 miles	30
Between 50 and 100 miles	8
Over 100 miles	4

The number of high schools has, in the period under review, increased by three, due to the establishment of Clapham High School in August, 1948, and Michael Brink Hoërskool in January 1949, and the regrading of Pretoria-Wes Junior Hoërskool as a high school in May, 1948. The Brits Agricultural Training School was renamed the Brits Agricultural High School, though without any change in its function or scope.

During the period under review three new primary schools were established in the circuit, viz. Die Poort, Lyttelton and Marble Hall.

Brits Junior Hoër- and Brits Hoërskool will be amalgamated at the beginning of the first term, 1950.

There are ten Provincial and three approved hostels, which are attached to nine schools in the circuit, and have a total of approximately 1,024 boarders.

There are 88 bus transport schemes in the circuit, serving 44 schools, and transporting approximately 4,770 pupils.

ACCOMMODATION.

The increase in the number of class-rooms, though considerable, has failed to keep pace with the increase in enrolment, and, in consequence, there is overcrowding, or alternatively, the continued use of a number of temporary class-rooms where permanent class-rooms are justified.

The Indian School for Girls is an instance of the latter type. This school hived off from the parent mixed school two years ago, and has been housed since then in fourteen temporary class-rooms crowded together in one corner of the already restricted playground space of the parent school. A further cause of perturbation is the inability hitherto of the Province to secure sites for the Clapham High School, Langenhoven Junior Hoërskool, and Mears Street Special School.

There is real danger that in 1950 it will be necessary to refuse beginners, owing to lack of accommodation at certain schools.

Tribute, however, must be paid to the foresight of the Pretoria City School Board in estimating and endeavouring to make provision for its future needs.

SCHOOL WORK.

In general the work in our schools is progressing satisfactorily. Teachers are, as a rule, conscientious in the preparation of their own work, and in the control of their pupils.

Religious instruction is, on the whole, receiving good attention, though there are occasional instances where it is treated perhaps somewhat perfunctorily.

The publication by the Department of its pamphlets on language teaching has placed in the hands of teachers useful guides, which, when intelligently used, have done much to improve language teaching in the primary school, especially in so far as English as second language is concerned. Unfortunately, there are a few schools where these pamphlets were regarded as "just more circulars", and where they were dutifully filed, and rarely, if ever, read. We say "unfortunately", for it is usually in these schools where the language teaching leaves most to be desired.

The standard attained in the second language varies greatly from school to school, and it would appear that in many instances the school plays a rôle subordinate to the environment. There are districts in Pretoria where the school has difficulty in combating the tendency towards Afrikaans unilingualism.

It would appear that the proficiency in the first language, as measured by standardised tests, varies very greatly, not only from school to school, but also among the members of any one class. In a particular Afrikaans medium Standard IV class, the reading ability as measured by the speed, comprehension, and vocabulary tests of the Union Education Department, varied from the Standard I to the Standard VIII level. This, of course, is not a very surprising phenomenon to those who have had some experience with objective testing, but it does indicate the need for frequent diagnostic testing and remedial exercises.

Arithmetic, by virtue of the objectivity with which the results can be measured, remains a favourite subject among teachers. The results, however, are not always commensurate with the amount of time devoted to the subject. We have formed the impression, as a result of the use of the Milne standardised tests, that the average present day Pretoria child is somewhat behind the Reef child of the time when these tests were standardised. We shall, however, be in a better position to form an opinion when we have completed a testing programme which we propose carrying out in the near future.

Art and crafts is beginning to come into its own. The supply of material is not yet as satisfactory as it might be, but there is an improvement in this respect. Courses for acting teachers have been conducted in Pretoria, at Brits and at Cullinan and Erasmus. The response of the teachers has been excellent, and the benefit they have derived from the courses is apparent in the work in the schools.

The other cultural subjects are, in general, receiving good attention. Indeed, it is often a pleasure to see the pains to which teachers go to make their lessons interesting to their pupils. Great progress has been made in the teaching of music, and for this much credit is due to Mr. Roode, who was, until recently, the supervisor of this subject. There are, however, still schools whose conception of music teaching does not extend beyond what may be termed community singing. It is still the exception, rather than the rule, to come across a class that can sing a simple phrase written either in tonic sol-fa or in staff notation. The teaching is usually more systematic in the grade classes than in the middle and upper division of the primary school.

Manual training and domestic science are usually very well provided for, in so far as most of the centres are modern and well equipped with hand and machine tools or household utensils as the case may be. In some of the larger mixed high schools two fully equipped centres for each subject are being demanded. At present prices for buildings and equipment, these are costly services, and it should be possible to substitute for the second fully equipped centre a drawing room in the case of manual training, and a needlework room in the case of domestic science.

SPECIAL CLASSES.

There are in this area two special schools for backward children, both in Pretoria, and special classes at three primary schools. Of the special schools, Daspoort Special School is well housed and could accommodate another sixty to seventy pupils. Mears Street School, however, is inadequate and the premises, erected on a very small site are far from satisfactory. For a number of years attempts, all so far unavailing, have been made to secure a more suitable site. Possibly the attempts were not prosecuted with the vigour that might have been evinced had the Department's policy in regard to special schools versus special classes, been more clearly defined. Now that the special school appears to have come into its own, it is trusted that before long Mears Street Special School will find more suitable quarters.

It would appear that in the schools west of Paul Kruger Street there are a number of children who should be, but are not, in special classes. It is, however, useless to certify them until accommodation can be found for them. This is particularly to be deplored in those cases where the parents plead for their children to be admitted to a special class.

PARENTS' ASSOCIATIONS.

A large number of the schools in this circuit, particularly those in Pretoria itself, have active parents' associations attached to them. These bodies have shown a live interest in the work of their schools, and have usually been avid for information in regard to educational matters. It has been our privilege to address a number of their gatherings from time to time.

EXTRA-MURAL ACTIVITIES.

Tribute must be paid to the teaching staffs in this circuit for the willingness and enthusiasm and self-sacrifice they display in training their pupils in football, cricket, swimming, boxing, basket-ball, soft-ball and athletics; in preparing them for eisteddfodau, musical festivals and school concerts; in organising Boy Scout, Girl Guide and Voortrekker activities; in arranging fêtes, displays and processions for a variety of good causes; and, in general, in any activity designed to further the interests and promote the welfare of the youth of our schools.

VOCATIONAL GUIDANCE.

The demands made upon the staffs of our schools by this activity, are sometimes resented on the grounds that much of the information to be compiled, and the work to be done, is of no practical value. One criticism which demands consideration, is that the teacher counsellor, if he is to gain the confidence of the pupils, must be a master who is "in everything". He must be respected as a good teacher, a good sportsman, and a good mixer. He must take part in most of the school's extra-mural activities. But, if he is to have added to these things the task of teacher counsellor, some of those activities by reason of which he was appointed teacher counsellor, will have to go by the board, and his very work as teacher counsellor will thus undermine his usefulness as such.

We have to record with pleasure the excellent relations that continue to exist between ourselves and the members, secretary and staff of the Pretoria City and District School Boards, with whom we have always worked in close co-operation and complete harmony.

And, finally, we should be remiss if we were not to express our thanks to our own staff and to the staff at Head Office, for their continued efficient and courteous assistance.

INSPECTION CIRCUIT B.—WITWATERSRAND EAST.

Inspectors: L. DE VILLIERS, I. R. GRIFFITH, E. H. HUDSON.

STATISTICS.

TABLE I.—*Classification of Schools, Number of Pupils and Number of Teachers, December, 1949.*

Grade of School.	No. of Schools.	No. of Pupils.	NUMBER OF TEACHERS.			No. of Pupils per Teacher.
			Men.	Women.	Total.	
High Schools.....	8	3,159	112	38	150	21·1
Other Schools to Standard X.....	1	447	16	5	21	21·3
Junior High.....	8	2,185	73	34	107	20·4
Other Schools to Standard VIII.....	4	2,056	38	34	72	28·6
Primary Schools—						
P.A.....	30	15,511	145	315	460	33·7
P.B.....	16	6,228	64	126	190	32·7
P.C.....	12	3,239	31	70	101	32·06
P.D.....	17	2,615	47	41	88	29·7
P.E.....	3	204	4		8	25·5
Indian and Coloured.....	12	1,986	50	25	75	26·4
Government Aided Schools.....	4	408	1	14	15	27·2
TOTAL FOR 1949.....	115	38,038	581	706	1,287	29·5
TOTAL FOR 1947.....	111	34,149	532	654	1,186	28·7

TABLE II.—*Additional Staff, December, 1949.*

Subjects.	NUMBER OF CENTRES.		NUMBER OF TEACHERS.		
	A.	B.	Men.	Women.	Total.
Manual Training.....	8	13	19	—	19
Domestic Science.....	8	13	—	20	20
Part-time Teachers.....	—	—	—	3	3
TOTAL.....	16	26	19	23	42

TABLE III.—*Special Classes for Deviate Children.*

	No. of Classes.	No. of Pupils.	No. of Teachers.	No. of Pupils per Teacher.
1949.....	15	166	15	11·1
1947.....	18	203	18	11·2

STATISTICS.

No. of schools closed.....	2	Waaikraal, St. George's Home.
No. of schools opened.....	6	Alberton Junior High, Wychwood; Brenthurst A.M.; Germiston Nursery School; Alberton Coloured; Benoni Indian.
No. of schools transferred....	0	
No. of transport schemes:		
December, 1947.....	30	
December, 1949.....	32	

TABLE V.—*Extent of Circuit Activities.*

0-24 miles.....	109 schools.
25-50 miles.....	6 schools.

This circuit now has 115 schools which shows an increase of four over a period of two years. There has been an increase in the number of pupils during the same period, however, of 3,889 and no fewer than 8,754 since December, 1945. The number of teachers has increased by 101 since 1947 and by 301 since 1945. As can be seen from Table I, there are now 1,287 teachers in the circuit whose work has to be controlled by three inspectors, that is, 429 teachers per inspector. It would appear, therefore, that the appointment of an additional inspector to this circuit is more than justified.

Wherever possible, the policy of removing Std. VI classes from the primary schools, has been carried out. There are, however, eleven schools which still have Std. VI classes, largely because of a shortage of accommodation at the nearest post-primary schools and also because of transport difficulties. With the carrying out of proposed building plans, this position will be considerably improved in the near future.

The School Boards under which the 115 schools fall are as follows:—

Witwatersrand East	111
Pretoria District	2
Heidelberg	2

The number of private schools in this circuit is 22.

INSPECTIONS.

	<i>Number of Schools Inspected by Three Inspectors.</i>	<i>Inspection of Schools in Other Circuits.</i>
1948.....	54	27
1949.....	61	24
TOTAL.....	<u>115</u>	<u>51</u>

During the absence overseas of the inspector for Heidelberg, as well as during his sick-leave, the work in the Heidelberg Circuit was taken over by Dr. Hudson for a period totalling about five months.

BUILDINGS AND ACCOMMODATION.

During the last two years, fairly satisfactory progress has been made in the provision of sufficient buildings to accommodate the pupils in this circuit. Difficulty in accommodating pupils is now experienced at individual schools rather than in large areas.

At the end of 1947, Germiston and Springs were the two towns which suffered severely from a serious shortage of accommodation. In Germiston, a new fifteen-classroom building will be ready for occupation at the beginning of 1950, and this, together with a re-organisation which will result in a more economical use being made of available buildings, will relieve the position for at least two years.

Springs has had its accommodation problems partially solved. The new building at Strubenvale, which will come into use at the beginning of 1950, will provide sufficient additional accommodation for the English Medium pupils of the town to be adequately housed. The position of the Afrikaans speaking children is, however, by no means satisfactory. So rapidly have the numbers of these pupils increased that despite a new school at Petersfield which opened at the end of 1947, one school, Casseldale, closed at the end of 1949 with an enrolment of 747. A new building for an Afrikaans Medium School at Selection Park is an urgent necessity.

The policy of building permanent additions until a school is completed with fifteen classrooms has, in many instances, relieved the congestion considerably.

To attempt to estimate the requirements of this circuit with regard to further new buildings, would be a very hazardous proceeding. The future of many Reef towns appears to depend on two things, viz., (a) the effect of the opening of the new Free State Gold Fields, and (b) the extent to which industries can be developed in the older towns such as Germiston and Boksburg. A rapid and successful development of the Free State mines may possibly result in many of the older mines on the East Rand closing down, with a consequent loss of population, unless this can be counter-balanced by an equally rapid and successful growth of industries which would provide a considerable field for employment. Future requests for new buildings will need to be considered with great care before they are made.

A summary of the additional premises acquired during the two years under review is as follows:—

New Buildings.—Three permanent (Alberton Junior High, Nigel High and Wyckwood).

Three temporary (Brenthurst Afrikaans Medium, Benoni Indian and Alberton Cold.).

Permanent classrooms: 55.

Temporary classrooms: 17.

The condition of the buildings in the circuit is fair to good. Many schools have been waiting for years for renovations which are long overdue.

Indian and Coloured Schools.—These buildings leave much to be desired. Most of them are of a temporary nature or are hired and practically all are overcrowded.

School Grounds.—Much effort and a good deal of money are expended at nearly every school in order to beautify the grounds and to provide adequate playing and sports facilities for the pupils. The payment of a regular amount to schools for the lay-out and upkeep of grounds would be a welcome innovation, particularly so for new schools where the initial expense in laying out the grounds is enormous.

FURNITURE AND EQUIPMENT.

The supply of furniture is slowly catching up with the demand. The greatest difficulty experienced is the extraordinarily long time that elapses between the placing of an order and its fulfilment. The establishment of a Provincial furniture depot on the East Rand, would be of inestimable value.

By means of special efforts to raise funds or by using the School Fund, most of the schools have purchased such additional equipment as they may require. The result is that in this circuit it can be claimed that the schools are exceptionally well equipped.

THE SCHOOL WORK.

The capable and thorough manner in which the interests of the pupils in East Rand Schools are cared for is again worthy of mention. This is in no small measure due to the way in which the principals continue their excellent work in connection with organisation and with an effective and intensive control in maintaining the standard of work. Their precision and promptness in dealing with official documents and in submitting the various forms simplify the work in this office considerably. The principals realise their responsibility with regard to promotions and, with few exceptions, they deal with this matter with sound judgment. Despite the inconvenience experienced by most principals through the excessively large number of temporary appointments and consequent changes of staff—no applications are received for about 64 per cent of vacant posts—the work has gone on as usual.

It can also again be stated that the assistant teachers have carried out their task with devotion and a sense of duty. Most of them are well equipped for their task and make use of sound methods. It is only to be expected that there will be a variation in the work from school to school and from class to class, but, in general it can be accepted that the teaching staff is faithful in the performance of its duty and that most of them are prepared to undertake more than the prescribed minimum. Better facilities and better training in the application of improved methods have contributed towards achieving a high standard in our education. Many teachers display a commendable interest in the newest developments and methods of teaching, but there are unfortunately many cases where the hints contained in the new syllabuses have not yet received sufficient attention on the part of certain teachers. These hints deserve to be studied with greater professional

zeal. It is pleasing to note that though a sounder educational approach is still being employed, nevertheless the first duty of a teacher, that of imparting knowledge, is by no means being overlooked. It has to be realised more and more that the school must compensate for the unhappy home environment from which so many pupils come. The formation of character takes its rightful place in our school life and justly so, since the work of a school is judged by the public by the character of its product. In most cases, the teachers do their best to create a cultural atmosphere in their classrooms, and many schools possess really valuable collections of illustrations and objects from nature.

The three main subjects continue to make good progress in the majority of the schools. Both careful attention and sufficient time are given to these subjects. One aspect of the work which is never overlooked is that of neatness. Systematic efforts are made to improve the power of expression of the pupils in the second language. Regular oral work should continually be used as the basis for teaching. Satisfactory results should always be obtained by means of a careful study of the syllabus, a well-thought out scheme of work and thorough preparation.

CULTURAL SUBJECTS.

More and more emphasis is being placed on the practical and visual aspects of these subjects. In most schools, excellent work is done in this direction. There are, however, cases of teachers who will not break away from the specific stipulations of the syllabus and where too much emphasis is still being laid on factual knowledge. Much time is often wasted as a result of a misuse of notes, and neatness and writing generally suffer in consequence.

ART AND CRAFTS.

The teaching of this subject is still being carried on under great difficulty, and one wonders sometimes if the results achieved are worth all the effort expended. Despite the difficulty experienced in obtaining sufficient material, there are many teachers who are making every effort to follow the correct lines and they are achieving considerable success. Fortunately there are many teachers who have received special training in this subject and they display much resourcefulness in making the best use of such material as can be obtained locally. In a few schools, however, a lack of initiative is present.

MUSIC.

Under the capable guidance of Mr. Roode, this subject has made particularly good progress. It is regretted that it was impossible for him to re-visit every school regularly in order to follow up his previous advice, for such task is, in fact, too great for any one man to accomplish. It is doubly to be regretted since music, in addition to its cultural value, provides a source of great joy in the school life of the pupils. It appears that the great majority of the principals wish to place this subject on a proper footing in the school activities, but the shortage of properly trained teachers makes this to all intents and purposes impossible.

HANDWORK AND DOMESTIC SCIENCE.

These subjects are provided at eight High and twelve Junior High Schools. Although there is no lack of facilities at these schools there are,

however, some centres which are overcrowded, resulting in the teachers concerned having to work under very difficult conditions.

As a result of the provision of the necessary machinery and of the new detailed syllabuses, the work of the centres has made satisfactory progress. Metalwork does not always receive the necessary attention because of a shortage of material. Emphasis is rightly laid on drawing and on the construction of more ambitious projects.

The reports of the Supervisor of Domestic Science show that satisfactory work is also being done in this subject.

These subjects are valuable and popular, and it is to be regretted that all our high schools do not yet offer them as examination subjects.

SPEECH THERAPY.

At the beginning of 1948, a speech therapist was appointed to this circuit. She began work in Germiston and, during that and the following year, the pupils in nine schools were tested for speech defects and treatment was given to those who required it. On two afternoons a week, the teacher concerned also treated certain pupils at the clinic established at the Margaret Brammer School.

The great majority of the pupils treated by the speech therapist have made good progress and it is regretted that this teacher has resigned to take up an appointment at the University, thereby bringing this valuable work to an end, for the time being at any rate.

LIBRARIES.

The value of libraries is thoroughly realised in most of the schools and, judging from the annual reports of principals, wherever the correct reading material is provided there is a definite increase in the desire to read. From time to time, the schools make a real effort to expand and improve their book stocks and regular use is made of the Department's £ for £ system for the purchase of new books. It is regrettable that this cannot be said of all schools. There are still a few schools where the true value of a properly equipped library has not yet been realised. There are also many schools on the East Rand, even some which have their own well-supplied libraries, that make use of the Carnegie Rural Free Library.

PHYSICAL EDUCATION.

This is a subject which is progressing favourably in all the schools. Young teachers coming from the Normal Colleges are better qualified to teach the subject than their predecessors. At all schools provision is made for organised exercises, games and often for apparatus work. The question as to which periods in the week should be set aside for these activities is not agreed upon nor is it certain how much time should be given to them. During the warm summer months, physical education can conceivably do more harm than good, particularly if it is not undertaken in the right spirit.

Organised sport also plays an important part in the school life of the pupils. In particular, mention must be made of the large number of inter-school athletic competitions which are usually held during the first term of each year. The fine arrangements and the excellent spirit which exists, redound to the credit of the organisers and are of great benefit to the youth of our province.

OTHER ACTIVITIES.

In addition to school concerts, functions for parents, Voortrekkers, Girl Guides, Boy Scouts and so on, which all give the teachers an opportunity to retain contact with the parents, special mention deserves to be made of the following activities:—

(1) *Savings Clubs*.—In nearly all the schools, a special effort is made to inculcate in the children the aims, objects and habits of thrift. Delmas School has won a very high place in this respect.

(2) *Eisteddfodau*.—Besides the three eisteddfodau arranged on the East Rand, a play festival is held every year. These are all excellent organisations and they have a very beneficial influence on the cultural development of the pupils. It is noticeable that the children who take part in these competitions do better in the languages at school and are also much more at home in these subjects than those who do not participate. The advantages of the intensive training which is given for these competitions are perfectly obvious. Our thanks are due to the teachers who have given such excellent service in this respect.

(3) *School Feeding*.—This great task is still being carried out in a most capable and praiseworthy manner.

(4) *General Health of School Children*.—The Education Department continues to do much to improve the general health of the pupils. Notwithstanding the excellent work of the school doctors and nurses, much remains to be done. The medical attention which the children receive, as well as the meals provided for them at school, are gradually producing an improvement in the health of the pupils. The personal cleanliness of the children receives constant attention from the teachers.

These numerous activities are looked upon by all as being part of education in the widest sense of the word, and because of that they are given the active support of all our teachers.

SPECIAL CLASSES FOR BACKWARD CHILDREN.

Classes for backward children are attached to the following schools:—

Verkenner	1
Brakpan Oos	3
Brentwood Park	1
Jongspan	2
Benoni West	2
Germiston Central	1
Martin	1
Geduld Township	1
Petersfield	3

There are thus 15 classes with 166 pupils in this circuit. Many more pupils, however, have already been certified as backward or should be certified as such, but the shortage of accommodation and of trained teachers makes it impossible to transfer these children to special classes.

For reasons which are already known, these classes do not in all respects answer to their purpose. It is pleasing to learn that our Psychologist is in favour of special schools for these unfortunate children. This appears to be the solution of the problem, providing that suitable buildings and specially chosen and properly trained teachers are made available. A school of this kind has been approved of in Benoni and many of the backward children on the East Rand will be brought together there. In order that justice be done to these pupils, better facilities and the creation of a happy environment are essentials.

VISITS BY ADMINISTRATOR, DIRECTOR AND SECRETARY.

It is with the greatest appreciation that we record the interest displayed by the Administrator, Director and the Secretary of Education in the affairs of this circuit. The time they have given to attend meetings and functions is proof of this.

We wish to express our thanks to those of our colleagues who have assisted us with the inspection of some of our schools. We are also grateful for the courtesy and co-operation which we have consistently received from other officials of the Department, from officials and members of the East Rand School Board and from the Medical Inspectors of schools.

In addition our sincere gratitude is conveyed to the Municipalities of the various East Rand towns for the splendid co-operation and assistance which they have so willingly given us.

In conclusion we wish to record our sincere regret that death has robbed us of the personality and leadership of our Director, Mr. W. Orban. We had insufficient time to get to know him thoroughly, but yet enough to appreciate his sterling qualities, particularly his devotion to his task.

INSPECTION CIRCUIT C.—WITWATERSRAND CENTRAL.

Inspectors: MISS H. E. CUFFE, MESSRS. D. F. ABERNETHY, J. P. LEHMAN, C. B. LINDER, J. R. LYNCH, P. W. S. SCHUMANN.

Grade of School.	No. of Schools.	No. of Pupils.	NUMBER OF TEACHERS.			No. of Pupils per Teacher.
			Men.	Women.	Total.	
High Schools.....	11	6,157	157	116	273	22·5
Other Schools with classes to Standard X.....	—	—	—	—	—	—
School Farms.....	—	—	—	—	—	—
Junior High Schools.....	13	4,413	135	67	202	21·8
Intermediate Schools.....	—	—	—	—	—	—
P.A. Schools.....	49	25,431	218	542	760	33·4
P.B. Schools.....	19	6,409	51	150	201	31·8
P.C. Schools.....	16	4,300	25	113	138	31·1
P.D. Schools.....	9	1,715	18	39	57	30·0
P.E. Schools.....	3	194	2	6	8	24·2
Coloured and Indian Schools.....	21	8,441	171	103	274	30·8
Grant-Aided Schools.....	13	2,847	46	173	219	13·0
Grant-Aided Nursery Schools.....	36	1,519	—	111	111	13·6
TOTALS FOR 1949.....	190	61,426	823	1,420	2,243	27·3
TOTALS FOR 1947.....	172	58,160	757	1,390	2,147	27·0

Part-time teachers and teachers for Physical Education, Manual Training and Domestic Science not attached to any particular school excluded.

Additional Teachers, December, 1949.

Subjects.	No. of Centres.	NUMBER OF TEACHERS.		
		Men.	Women.	Total.
Manual Training.....	23	1	—	1
Domestic Science.....	23	—	—	—
Part-time Teachers.....	—	1	—	1
Physical Training.....	—	—	—	—
TOTALS FOR 1949.....	46	2	—	2

ACCOMMODATION.

The following new buildings were occupied during 1948 and 1949:—

Helpmekaar Hoër Meisieskool.
H. A. Jack School.

The accommodation at the following schools was increased by the addition of classrooms or huts:—

Parkview Senior.	Langlaagte A.M.
Kensington South.	Lyndhurst.
Cleveland Junior.	Struben.
Braamfontein A.M.	Brixton E.M.
Crosby Laer A.M.	Fontainebleau.
South Hills Senior.	Mayfair Goedehoop.
Kensington A.M. Jun. High.	Rosettenville Jun.
Greenside Extension.	Rosebank.
Hill Extension.	Fairmount.
Regents Park.	Observatory East.
	Alexandra Coloured.

In many of our schools the accommodation question is still very acute and double sessions are held in several Indian and coloured schools.

THE INSPECTORATE.

In January, 1948, Dr. I. M. Meyer left the Rand for the Zeerust Circuit. He was succeeded by Mr. P. W. S. Schumann from Middelburg. In April of the same year Mr. F. J. van Schouwenburg was transferred to Ermelo, to be succeeded by Mr. C. B. Linder. At the same time Mr. A. Stoffberg (Relieving Inspector) started work in this circuit. In October, Mr. Stoffberg left to take up a permanent appointment at Wolmaransstad. His post was filled in July, 1949, by the appointment of Mr. J. P. Lehman to the Inspectorate.

TEACHERS.

The number of temporary teachers on the staffs of most schools continues to be abnormally high. In some of the newer schools it sometimes happens that the whole staff, including the principal are temporary. In spite of the relief afforded by the overseas teachers, most of whom took up posts in this area, the position continues to be unsatisfactory. Our sincere thanks are due to 700 married women who in time of shortage help to keep the educational machine going.

SCHOOL WORK.

The work in our schools continues to be satisfactory. Reference was made in our last report to the use of standardised tests as an objective measurement of the progress made in the basic school subjects. To provide school principals, who might be hesitant about the application of these tests, with a concrete example of their application, we subjected all the Standard V pupils of our European Primary Schools to short tests in English, Afrikaans and Arithmetic. This was done in November, 1948.

The results were gratifying, showing that the standard of work was, on the whole, fairly uniform in relation to the I.Q. of the pupils.

In 1949 a number of trained students of the Johannesburg Teachers' College carried out similar tests, with equally satisfactory results.

SCHOOL FOR SPASTICS.

During the period under review a private school for children suffering from Cerebral Palsy was started in Johannesburg. Permission was obtained from the Department to house the pupils suffering from this disease in the Forest Town School, which had been closed at the end of 1948. At present some twenty-two pupils, drawn from various parts of Johannesburg, are attending the school. The Administration has given a grant of £500 to the institution. If, however, the school proves to be a success one feels the Provincial Authorities may consider the granting of a larger sum as an annual grant to the Forest Town School for Spastics. Little or nothing has been done for these children in the past and those men and women who have been responsible for initiating this venture deserve our admiration and encouragement.

SPEECH THERAPY.

The University Speech Clinic continues to do good work in our schools in connection with pupils suffering from speech defects. Many cures have been effected. In addition, we have five qualified speech therapists who do remedial speech work in our schools. Our principals continue to give testimony to the very valuable work done by these teachers. Every pupil leaving our schools should, if at all possible, be able to speak clearly and distinctly.

HARD-OF-HEARING CLASS.

For a number of years some of the hard-of-hearing pupils in this circuit received instruction in lip reading and were given medical attention when necessary. It is, however, now felt that special classes for pupils suffering from a severe form of hard-of-hearing should be established, and preliminary steps are being taken in this matter. Where the hard-of-hearing defect is not severe, pupils will remain in the ordinary classes but will receive the necessary attention from time to time.

RED CROSS WORK.

The Red Cross Society, which is subsidised by the Provincial Administration, is, as in the past, doing much in many of our schools in the way of first-aid and home-nursing teaching. We consider our girls gain considerably by taking these courses.

In addition a Junior Red Cross Committee assists in providing material for the effective teaching of hygiene in our primary schools. In some of our schools excellent work is being done by the "Noodhulpliga" on the same lines at the Junior Red Cross.

HIGH SCHOOL ACCOMMODATION.

For a number of years now the pressure on the accommodation in our high schools has been growing and because of this it was necessary for us to recommend, at the end of 1949, the conversion of the following junior high schools into full-grade high schools—Kensington, Fakkell, Crosby, Linden, Observatory and Klipriviersberg.

This however, is but a temporary solution to the high school accommodation difficulty and the question of the erection of additional high schools in the near future will have to be considered.

CHILD GUIDANCE.

The services of the Child Guidance Clinic are at the disposal of the government schools. Many children are referred to the Clinic direct by the parents, but in some cases principals contact the Clinic themselves. Co-operation between the schools and the Clinic should be in the interests of the children, and should help teachers to surmount some of their most pressing problems.

OCCUPATION CENTRE.

The Occupation Centre for boys is still most unsuitably housed in a discarded school building. It provides opportunity for mentally deficient boys to learn carpentry. On leaving the Centre, the Mental Health Society attempts to place these boys in suitable occupations.

VISITS OF THE JOHANNESBURG CITY ORCHESTRA TO SCHOOLS.

During the second half of 1948 and in 1949, the Johannesburg City Orchestra gave 56 school concerts, attended by 66 schools, some of which were fortunate enough to have two concerts.

The performances were all given in school halls, to children from Standard IV upwards. Notes on the programmes were distributed to the schools before the concert, and a few explanatory words were given before each item.

The concerts were greatly enjoyed and many Principals testified to their educational value.

We should like to express our thanks to the Municipality for this service, as well as to Mr. Connell, Director of Music, the various conductors and all the members of the Orchestra.

We should also like to thank the schools who put their halls at the service of their less fortunate neighbours.

NURSERY SCHOOLS.

Since its inception the nursery school movement has grown. Up to now there are 33 subsidised nursery schools in Johannesburg alone.

The Nursery School Association of South Africa laid down a high standard for building, equipment and staff and general efficiency, and although few schools approach the ideal, most of them are striving to do so.

The greatest difficulty encountered, is the shortage of trained staff, and many untrained teachers have to be employed.

SWIMMING AND PHYSICAL TRAINING.

Many of the primary schools in the circuit make use of the Municipal Baths during school hours. The pupils are accompanied by their teachers and receive valuable instruction from the trained personnel of the Municipality. Some of these schools make use of the same instructors during the off season. By arrangement with Mr. Clark, Recreational Assistant of the Municipality, these Municipal employees pay regular visits to the schools concerned to give physical training. Their services are much appreciated.

ROAD SAFETY.

An Education sub-committee acts as liaison between the Johannesburg Road Safety organisation and the schools. The Traffic Department is most generous in supplying officers to lecture and demonstrate to pupils. Belisha Beacons have been introduced at dangerous crossings near certain schools and have been a qualified success. Plans are on hand to construct a fully equipped "traffic playground" at one of the local junior schools. This will be an expensive innovation but it is hoped that it will prove to be well worth while.

ART AND CRAFTS.

An exhibition of British Children's drawings was held here in April, 1949. Most of the schools in the circuit visited the exhibition and were thus enabled to compare their own work with what is being done overseas.

In an endeavour to improve the standard of Art in Coloured and Indian schools a course in Art for teachers serving in these schools was held at the City and Suburban Coloured School during 1949. A Witwatersrand Society for Arts (for Coloured and Indian schools) was formed in January, 1948, and has been functioning very satisfactorily.

INSPECTION CIRCUIT D.—POTCHEFSTROOM.

INSPECTOR: J. P. MALAN.

STATISTICS.

TABLE 1.—*Classification of Schools, Number of Pupils and Number of Teachers, December, 1949.*

Grade of School.	No. of Schools.	No. of Pupils.	NUMBER OF TEACHERS.			No. of Pupils per Teacher.
			Men.	Women.	Total.	
1. High Schools.....	5	2,013	68	26	94	21·4
2. School Farms.....	1	195	7	3	10	19·5
3. Primary Schools A.....	4	2,255	34	39	73	30·9
4. Primary Schools B.....	2	791	4	19	23	34·4
5. Primary Schools C.....	2	623	6	12	18	34·6
6. Primary Schools D.....	3	522	8	8	16	32·6
7. Primary Schools E.....	5	336	8	5	13	25·8
8. Primary Schools F.....	4	172	5	3	8	21·5
9. Indian and Coloured.....	4	607	18	2	20	30·3
10. Private Schools.....	3	563	—	27	27	20·8
11. Normal College.....	1	—	—	—	—	—
TOTAL FOR 1949.....	34	8,077	158	144	302	26·7
TOTALS FOR 1947.....	34	7,326	—	—	279	26·2

TABLE II.—*Schools and Transport Schemes, January, 1948 to December, 1949.*

Number of schools closed.....	0
Number of schools opened.....	0
Number of transport schemes—December, 1947	30
Number of transport schemes—December, 1949	29

TABLE III.—*Extent of Circuit Activities.*

<i>Mileage from Headquarters—</i>	<i>No. of Schools.</i>
0–24 miles.....	20
25–49 miles.....	13
50–99 miles.....	0

GENERAL.

I assumed duty in this circuit on the 1st October, 1949. During the two years under discussion this circuit suffered a tragic setback as a result of the death of two colleagues: Inspector S. R. Ackermann in October, 1948 and Inspector N. J. du Plessis in August, 1949.

Owing to the absence on sick leave and the subsequent death of these two colleagues, only three schools were inspected during 1948, and although much leeway was made up during 1949, there are still five high schools besides all the primary schools of this circuit due for inspection during 1950.

If the following facts are taken into consideration, it appears that a new delimitation of the circuits in the Western Transvaal is justified with a view to stationing two Inspectors at Potchefstroom:—

- (1) The increase in the number of pupils and teachers in this circuit.
- (2) The fact that the schools under the School Board of Potchefstroom are served by four Inspectors of Education.
- (3) The rapid expansion and development of the mining industry in these parts.
- (4) The fact that the assistance of colleagues from other circuits is required for the inspection of the five high schools and of at least nine other big schools in order to reduce the disorganisation in these schools during lengthy inspections to a minimum.

CENTRALISATION.

There are no one-teacher schools in this circuit. Of the four two-teacher schools with an average of 43 pupils on the roll, two might be amalgamated, namely Witkop and Bronkhorstfontein. The feasibility of this will be investigated in the near future.

Although the number of transport schemes has been reduced from 30 to 29 during the past two years, there is still a tendency to apply for the lengthening of the routes. It is essential that the condition of the roads over which the buses travel be examined periodically. Some of the roads are in a bad state of repair.

STANDARD VI PUPILS.

There are at present 635 pupils in Std. VI in this circuit. Seventy of these pupils attend eleven schools in the district and 26 are in the Indian and Coloured Schools. The rest are enrolled at the high school and at the

school farm. The time has arrived when steps should be taken to transfer all the Std. VI pupils to the high schools or to the school farm.

GENERAL PIENAAR SCHOOL FARM.

This school farm, the only one in this circuit, is situated 14 miles from Potchefstroom. In spite of its modern buildings and excellent boarding facilities, it has a hard struggle to maintain its numbers. There still appears to exist a great measure of prejudice in this area against school farms.

At the same time the high schools in this circuit cannot accept all the applicants for admission to their hostels. A large number of these high school pupils do not intend to proceed beyond Std. VIII at the high schools. It would appear, therefore, that the time has arrived for steps to be taken to refuse admission to all B candidates to the high schools as long as accommodation is available at the school farm.

BUILDINGS.

As far as the acquisition of buildings is concerned, this circuit has been most fortunate during the past two years. The following new buildings have been erected or are in the course of erection:—

- (1) Orkney School—new building to be occupied in January, 1950.
- (2) Klerksdorp English Medium Primary School—new building.
- (3) President School—additional classrooms and a school hall.
- (4) Unie School—additional classrooms and general renovation.
- (5) High School Klerksdorp—new girls' hostel, in the course of erection.
- (6) Gen. Pienaar School Farm—new girls' hostel to be occupied in January, 1950.
- (7) Gen. Pienaar School Farm—new junior high school in the course of erection.
- (8) Hendrik Potgieter Junior—additional classrooms in the course of erection.
- (9) Girls' High School—additional classrooms, nearly completed.
- (10) Gymnasium High School—new girls' hostel, in the course of erection.
- (11) Hoër Volk School—new gymnasium, nearly completed.

At several smaller schools additional classrooms and other rooms have been erected.

On the last estimates several minor works, which are urgently needed, were placed on the programme for 1950/51.

As to major works, a provincial hostel for the Central English Medium Primary School at Potchefstroom is an urgent necessity. With the exception of an approved hostel in two hired buildings where only fifty boarders can be accommodated, no provision has yet been made in the Western Transvaal for English Medium Primary School boarders.

A suitable site has been found in Potchefstroom for the erection of a Coloured school. The old hired buildings and the tent in which this school is at present accommodated are in a disgraceful state. A new building is urgently required here.

Owing to the rapid expansion and development of the mining industry near Klerksdorp, it can be expected that in the near future new school buildings will be required to cater for the mining population.

General repairs and renovations and certain major works in this circuit are carried out departmentally, but owing to the lack of thorough supervision some of the work leaves much to be desired. We are of opinion that a permanent Inspector of Works should be stationed at Potchefstroom to ensure proper supervision of the work done departmentally.

SCHOOLWORK.

Judging from what I have experienced during the short period in this circuit a very favourable report on the schoolwork can be submitted. The teachers perform their duties diligently and conscientiously. The beautifying of the schoolgrounds at most schools, and the tasteful mural decorations in most classrooms, show that a lively interest is being taken in the creation of a pleasant educational atmosphere in and about the schools. The fact that such a large number of teachers attend vacation and refresher courses at their own expense, is a further proof of their keen interest in their profession.

CONCLUSION.

In conclusion I wish to extend my grateful thanks to my colleagues for their assistance during the past two years.

I also wish to express my sincere appreciation to the Chairman and Secretaries of the Potchefstroom and Klerksdorp School Boards for their hearty co-operation.

To the staff at Head Office I owe a debt of gratitude for their many acts of kindness and generous assistance.

INSPECTION CIRCUIT E.—WOLMARANSSTAD.

Inspector: A. STOFFBERG.

STATISTICS.

The circuit comprises 35 schools of which 32 fall under the Wolmaransstad School Board and 3 under the Klerksdorp School Board.

TABLE I.—*Classification of Schools, Number of Pupils and Teachers, December, 1949.*

Grade of School.	No. of Schools.	No. of Pupils.	NUMBER OF TEACHERS.*			No. of Pupils per Teacher.
			Men.	Women.	Total.	
1. High Schools.....	2	519	27	4	31	16·7
2. Schedule I Schools.....	3	1,345	33	20	53	25·6
3. School Farms.....	—	—	—	—	—	—
4. Junior High Schools.....	—	—	—	—	—	—
5. Primary Schools P.A.†.....	2	958	15	14	29	33·0
6. Primary Schools P.B.....	—	—	—	—	—	—
7. Primary Schools P.C.....	1	321	3	7	10	32·1
8. Primary Schools P.D.....	7	824	21	7	28	28·0
9. Primary Schools P.E.....	9	536	16	7	23	23·3
10. Primary Schools P.F.....	8	289	13	2	15	19·2
11. Indian and Coloured Schools.....	3	157	6	2	8	19·6
12. Aided Schools.....	—	—	—	—	—	—
TOTAL FOR 1949.....	35	4,949	134	63	197	25·1
TOTAL FOR 1947.....	35	5,131	146	56	202	25·4
TOTAL FOR 1945.....	38	5,331	143	69	212	25·1

* Temporary teachers not included.

† Includes two special classes.

TABLE II.—*Additional Teachers, December, 1949.*

	Male.	Female.	Total.
Part-time teachers.....	0	6	6

TABLE III.—*Special Classes for Deviate Pupils.*

Number of Classes.	Number of Pupils.	Number of Teachers.	Number of Pupils per Teacher.
2.....	22	2	11

TABLE IV.

Number of Schools in 1947.	Number of Schools Open.	Number of Schools Closed.	Total 1947.
35.....	0	0	35

TABLE V.—*Conveyance Schemes.*

Number of conveyance schemes, 1947	53
Number of conveyance schemes, 1949	51

Length of Bus Routes and Number of Pupils Conveyed.

Length of route.....	Less than 10 miles	10-12·4 miles	12·5-14·9 miles	15-17·4 miles	17·5-19·9 miles	20 Miles or more
Number of schemes..	3	2	8	19	15	4
Number of pupils conveyed.....	69	57	255	659	595	163

Average length per route: 16·2 miles.

Number of pupils who make use of bus service: 1,798.

Number of European pupils in this circuit: 4,792.

Percentage of pupils that have to make use of the bus service in order to attend a school: 37·5 per cent.

On the 1st October, 1948, I assumed duty in this circuit. My predecessor, Inspector T. le Roux, was transferred to the inspection circuit of Lichtenburg.

THE EXTENT OF THE CIRCUIT.

Although no schools have been closed and no new schools have been established during the two years under discussion, the total number of European pupils in schools in this circuit shows a considerable decrease.

Taking into consideration that in December, 1945, there were still 5,331 children in schools in the circuit, and that the corresponding number for December, 1949 was only 4,949, the extent of the increasing fall in numbers will be evident. This comes to a $7\frac{1}{2}$ per cent decrease over a period of four years.

Since the two-yearly report of 1947, not less than nine schools were degraded because of the decrease in enrolment.

Two or three of the smaller schools are in great danger of disappearing from the scene as early as next year. Representations have already been made to the Department for the amalgamation of the only European English Medium School in the circuit with the Afrikaans Medium School at Bloemhof.

Wolwespruit School's enrolment has decreased to such an extent that since August, 1949, it has become a single-teacher school. The continuation of this school is doubtful.

Makouwskop School is going the same way, and although there were still 37 pupils on the roll this year on closing, only seven children can reach the school without the aid of the bus service.

The condition of deterioration is due, in the first instance, to the ever-increasing depopulation of the country owing to the migration to cities and factory centres. A second possible explanation may be found in the ravages caused by droughts of the past two years. Ominous signs of desert conditions appeared everywhere in the circuit and the depressing influence was felt even by the pupils themselves.

BUILDINGS AND SCHOOL GROUNDS.

The school buildings are, generally speaking, in a satisfactory condition. In most cases much attention is paid to keeping the buildings clean, neat and attractive. The renovation of the school buildings and teachers' quarters takes place regularly in accordance with a previously framed plan.

Sufficient attention is paid to class room decoration and throughout profitable and advantageous use is made of pictures, sketches and maps that are suited to the lessons. Children's work is gradually being displayed more and more and many teachers are realising the educational value hereof.

It was pleasing to learn that Doornbult would be having a new school from the beginning of next year. The condition of the old iron building now in use, is appalling. A new school building at Harrisburg is urgently required.

Considerable trouble is being taken to beautify the grounds. Small but tidy school gardens are usually found at the majority of schools. The ravaging and continual droughts, however, severely handicap extensive improvements to the grounds. As a result of the serious water shortage, most school farms have ceased all operations in connection with agricultural experimental acres. Hardly a school in the circuit but has reported a water shortage during the last four months.

HOSTELS.

In August, 1949, the new hostel for girls in Wolmaransstad was occupied. This graceful and spacious unit provides accommodation for at least 124 boarders. The construction of the new hostel for boys is proceeding satisfactorily, and it is hoped that the same will be ready for occupation at the beginning of 1951. This establishment will provide accommodation for 80 to 100 pupils.

The hostel for girls at Schweizer-Reneke is overcrowded while there are only 31 boarders resident at the boys' hostel with accommodation for 80 pupils.

It is encouraging to report that matters at the Aandster Central School are taking a turn for the better. The number of boarders is increasing gradually, and at the closing of schools this year there were 58 boarders. It is expected that the number will increase considerably in the coming year.

At present it seems as though the hostel accommodation at Christiana is adequate. It is, however, essential that the entire building be renovated.

Bloemhof provides accommodation in its approved hostel for 40 boarders only. There is great need for extension and the time has come for the authorities to consider seriously building an additional Provincial hostel unit for boys and girls.

It was a happy day for Amalia when it was learnt that the Department had decided to convert the local church hostel into an approved hostel. This locality is looking forward to a Provincial hostel coming into being here shortly.

The lack of hostel accommodation at Leeuwardoornstad is felt very keenly. This shortcoming has been brought to the notice of the Department again and again, and it is felt that the erection of one hostel should at any rate be proceeded with in the not too distant future.

CONVEYANCE SCHEMES.

According to the statistics relating to conveyance schemes it would appear that the average distance of the 51 schemes, is 16·2 miles. Nineteen of these range from 17·5 to 20·6 miles, and by means of these nineteen schemes more than 758 pupils are conveyed. This is an unhealthy state of affairs and the solution to the problem lies in the erection of more hostels, especially at such places where these conveniences are entirely lacking.

The conveyance schemes are working satisfactorily. Complaints are rarely made. The bus routes are all in a reasonably good condition and the Road Inspector assists in all respects towards ensuring the safety of pupils.

SPECIAL CLASSES.

Only two of the three special classes for backward pupils at the Wolmaransstad Primary School, in 1947, still remain. The decline is regretted as there is no lack of pupils of this kind. Should Besembos hostel be vacated at the end of 1950, the possibility of converting this building adjoining the primary school into a special school for backward pupils, should be seriously considered. Provision for the necessary hostel accommodation can then also be made here, and thus for all the retarded children of the town and surrounding farm schools.

SCHOOL WORK.

All schools that appeared on the list for inspection, have been inspected during the past two years. This year all the schools except the Christiana High School were inspected.

All the school subjects are taught regularly. The new schemes of work are now in use and the framing thereof has no doubt taken many a teacher out of a groove and made him realize the aim of every curriculum far better.

Already considerable improvement is noticeable in the technique of education and to a large extent this may be attributed to a proper study of the introductions to each suggested syllabus.

The second official language still presents problems to many of the rural pupils, and the valuable suggestions that are sent to the schools by the Department, especially the suggestions relating to speech training in English, are of great value to the teacher.

Throughout the pupils take a lively interest in the formative subjects. Most teachers realize that the child must be in the foreground here and that the main duty of the teacher is to give guidance and to encourage self-activity. Nevertheless there are still those who emphasize knowledge of facts only and do not realize what the cultural value of these subjects is.

It is encouraging to see what an important place Religious Instruction still has in schools. This subject is invariably taught with the necessary earnestness and devotion, and pupils are fairly well acquainted with Scripture.

In general extra-mural activities receive as much attention as is practicable. Healthy competition exists among schools in the different branches of sport.

GENERAL.

Working in this circuit is pleasant. A good understanding exists between teachers and the inspector. I wish to address a word of appreciation to all principals as well as to the members of their staff for the cordial way in which I was received by them and I trust that the hearty co-operation will continue so as thus to achieve only the best we are capable of for the child.

The visit of Mr. Otten, Secretary for Education, to the circuit in December, 1948 is much appreciated. The results of his visit are already evident.

The visit of the Johannesburg City orchestra that gave concert performances at 5 centres in the circuit met with all-round approval.

The year 1949 will remain in the minds of the Western Transvaler's as the year of ravaging and destructive drought, but more especially as the year of a unique National Festival and the inauguration of the Voortrekker Monument at Pretoria.

Every school in the circuit availed itself of the opportunity of attending the local festivities arranged for the arrival of the Dispatch Riders. There was a general revival of the Voortrekker movement and every Voortrekker was inspired by the torch bearers from Bloemfontein to the Monument.

I would like to address a word of thanks to the Head-office officials who at all times gave me friendly and valuable assistance. Their support makes my work here pleasant and easy.

My thanks to the School Board and School Board Secretary for the sincere co-operation and also for the fine spirit in which all discussions take place.

In conclusion I would like to express my thanks to the colleagues who helped me with the inspection of bigger schools in the circuit.

INSPECTION CIRCUIT F.—LICHTENBURG.

Inspector: T. LE ROUX.

Towards the end of September, 1948, Mr. W. F. Schoon who had been the inspector in this circuit for nearly six years, retired after having devoted many years to the cause of education in the Transvaal.

The sudden death of our Director, Mr. W. Orban, is felt deeply in this area because he began his career as a teacher at a small school near Ottosdal.

STATISTICS.

Of the 36 schools in this circuit, one is under the jurisdiction of the Potchefstroom School Board, 4 under Klerksdorp and 31 under Lichtenburg.

TABLE 1.—*Classification of Schools, etc., December, 1949.*

Grade of School.	No. of Schools.	No. of Pupils.	NUMBER OF TEACHERS.*			No. of Pupils per Teacher.
			Men.	Women.	Total.	
1. High Schools.....	1	463	20	4	24†	19·3
2. Other Schools with classes to Standard X..	—	—	—	—	—	—
3. School Farms.....	1	356	12	5	17	20·9
4. Junior High Schools.....	1	477	11	6	17	28·1
5. Other Schools with classes to Standard VIII	3	889	21	12	33	26·9
6. Primary Schools P.A.....	1	506	7	8	15	33·7
7. Primary Schools P.B.....	1	337‡	6	6	12	28·1
8. Primary Schools P.C.....	1	217	3	4	7	31·0
9. Primary Schools P.D.....	6	679	18	6	24	22·8
10. Three-teacher Schools.....	6	449	11	7	18	24·9
11. Two-teacher Schools.....	11	463	16	6	22	21·0
12. One-teacher Schools.....	1	19	1	—	1	19·0
13. Indian and/or Coloured Schools.....	2	107	2	2	4	26·8
14. Grant-Aided Schools.....	1	31	1	1	2	15·5
TOTALS FOR 1949.....	36	4,933	129	67	196	25·4
TOTALS FOR 1947.....	39	5,215	—	—	—	—
TOTALS FOR 1945.....	40	5,020	124	72	196	25·6

* Part-time teachers not included.

† Includes two supernumerary teachers.

‡ Includes two special classes.

TABLE II.—*Part-time Teachers, December, 1949.*

Subject.	Men.	Women.	Total.
Singing.....	0	1	1
Needlework.....	0	3	3
TOTALS.....	0	4	4

TABLE III.—*Special Classes (For Deviate Children).*

Number of Classes.	No. of Pupils.	No. of Teachers.	No. of Pupils per Teacher.
2.....	20	2	10

TABLE IV.—*Extent of Circuit Activities.*

<i>Distance from Headquarters—</i>	<i>No. of Schools.</i>
0–24 miles.....	12
25–49 miles.....	11
50–74 miles.....	10
75–99 miles.....	3

SCHOOLS AND BUILDINGS.

The future of some schools seems to be uncertain because of a decreasing enrolment. It is inadvisable to make specific recommendations at this stage because the drought, which was one of the reasons for the depopulation of certain areas, has been completely broken. It is just possible that some parents may return to the farms.

Some years ago the Provincial Administration stationed a clerk of works at Lichtenburg and now there are only a few unsatisfactory school buildings. The repair and renovation of existing buildings has been done regularly and efficiently. The use of a few unsatisfactory buildings is due to uncertainty about either the site or the permanence of the school.

The worst building in the circuit houses the Lichtenburg Coloured School. In this hired building it is impossible to educate and uplift this section of the community. As soon as the new site has been approved, a suitable school should be erected immediately.

A new school building is required at the Sannieshof School Farm, and additions to the Ottosdal School are necessary.

TRANSPORT SCHEMES AND HOSTELS.

Sixty-one departmental buses transport 2,083 pupils (i.e. more than 40 per cent of all the pupils in this circuit) to school daily. The pupils are conveyed in the majority of cases over reasonable distances, but in some instances the routes are too long.

Length of Bus Routes.

<i>Distance Travelled.</i>	<i>Less than 10 Miles.</i>	<i>10–12·4 Miles.</i>	<i>12·5–14·9 Miles.</i>	<i>15–17·4 Miles.</i>	<i>17·5–19·9 Miles.</i>	<i>More than 20 Miles.</i>
<i>Number of buses.....</i>	4	6	21	16	10	4

Some parents assert that this continuous travelling by bus has been detrimental to the health of their children. Good roads and properly sprung buses are essential. In general the roads over which the buses in this area travel, have been improved considerably and the road inspector has always been willing to assist whenever possible. It is pleasant to record that a very cordial relationship exists between that official and the officers of the Department.

There are, however, still some children that have to walk long distances to bus stops. Such children should rather reside in hostels. At present the hostels at Delareyville and the boys' hostel at Sannieshof serve the needs of that area. Additional accommodation is required at the Sannieshof hostel for girls.

The south-easterly portion of the circuit is, however, not so well served. The position in regard to the three larger schools is given in the following table.

School.	TRANSPORT SCHEMES.		HOTELS.		No. of Boarders.*
	No.	No. of Pupils Transported.	Kind.	Maximum Accommodation.	
Coligny.....	7	226	None.....	—	12
Hartebeestfontein.....	5	160	Approved..	31	34
Ottosdal.....	7	233	Provincial..	48	52

* Includes boarders in hostels and those residing with private persons.

Because there is no hostel or insufficient accommodation in hostels, either existing bus routes have to be lengthened and/or altered or new transport schemes have to be instituted. At these three schools hostels should either be erected or the existing one enlarged.

NATIONAL FEEDING SCHEME.

The necessity for feeding varies with the locality; in some it is essential but in others it seems to be unnecessary.

Although facilities such as kitchens and storerooms are available at but a few schools, the teachers undertook this work willingly in spite of the inconvenience and expense it entailed. The keeping of books and the necessary records caused considerable difficulty because the principals were unaware of the precise procedure. The inspector of the feeding scheme who examines the books, has only visited nine schools whereas 23 other schools have yet to be put on the right track.

SPECIAL CLASSES.

There are only two special classes in this circuit. It is their aim to discover the aptitude and to restore the self-confidence of the pupil and so successful have the teachers been that many of the former pupils are economically independent.

SECONDARY EDUCATION.

The average number of pupils over a period of seven years in the following standards in this circuit was Std. V 553; Std. VI 484; Std. VII 319; Std. VIII 222; Std. IX 76 and Std. X 61.

Many pupils transfer to secondary schools or vocational schools in other circuits after completing Std. VI or even Std. VIII. That accounts partially for the discrepancy between the numbers in Std. VI and VII.

The following secondary schools in this circuit cater for the remaining pupils:— one high school (Lichtenburg), one school farm (Sannieshof), one junior high school (Coligny) and three Std. VIII schools (Baker-ville, Hartebeestfontein and Ottosdal).

INSPECTIONS.

During 1949 thirty-five out of a total of 36 schools were inspected. This was possible because my colleagues came to the rescue. I am very grateful to them for their assistance and their very valuable criticisms.

SUBJECTS.

Generally speaking every subject is taught carefully and conscientiously with the result that the standard of work is satisfactory. In some schools excellent work is being done but in others the work seems to be rather aimless.

The following points in regard to individual subjects are worthy of note:—

In every school Bible History is considered important and is taught reverently.

The value of a good grounding in the skills in Arithmetic is not realised by every teacher.

The teaching of the official languages could be more systematic. Certain skills in reading are over emphasised but the application of these is not practised. Opportunities are provided for silent reading in most schools but in very few is the teaching of this subject attempted.

The teaching of the second language (in this circuit it is usually English) suffers because of the absence of any specific aim with the result that no goal is reached. The purpose is also not clear with the result that, although there is sufficient drill in connection with the various tenses of the verb, the pupils find it very difficult to use the correct forms in a simple conversation.

In a few schools the pupils are active in the learning process in the so called "cultural subjects" but in others too much time is devoted to the writing of notes.

The importance of physical education is appreciated and the subject is taught in every school. The success achieved usually depends on the training of the teacher responsible for the subject.

The teaching of art and crafts has been handicapped by the lack of material. Last year very little material was supplied to schools in this circuit. Teachers who attempted the subject in spite of lack of training and the scarcity of material, were not unsuccessful.

In this circuit there are a few teachers capable of teaching singing.

OTHER ACTIVITIES.

An eisteddfod is held periodically and this has led to a greater interest in singing, recitation, art and crafts, needlework, and woodwork. One of the results is that pupils generally recite well.

Big athletic meetings are organised and many schools compete. Last year some schools brought their pupils 80 miles to enable them to participate.

The teachers who organise these events and who sacrifice so much to bring their pupils to them deserve a special word of thanks.

LIBRARIES.

Every school has its own library and twenty-three are depots of the Provincial Library which lends books to both parents and children. The teachers therefore encourage not only the children but also the adults in their vicinity to read.

TEACHERS.

I want to thank the teachers for their assistance and to commend them for their loyalty, sense of duty and their diligence. Teachers' meetings where professional matters were discussed, were well attended even although some teachers had to travel long distances.

OFFICIALS.

I wish to thank the following officials for their assistance and co-operation:— the officials at Head Office, the secretaries of school boards, the road inspector and the clerks of works. These persons made the work easier and more effective. I am much indebted to the Secretary and staff of the Lichtenburg School Board Offices for their help, advice and information which were given freely and in such a pleasant manner.

INSPECTION CIRCUIT G.—ZEERUST.

Inspector: DR. I. M. MEYER.

EXTENT OF CIRCUIT.

The circuit comprises all the schools of the Marico School Board and seven schools of the Rustenburg School Board, making 32 schools in all. Of these, four are Indian schools.

Classification of Schools and Statistical Details.

Grade of School.	No. of Schools.	No. of Teachers.	No. of Pupils.
High—			
B.....	1	33	646
C.....	1		
Schedule I			
A.....	1	32	850
B.....	1		
Primary—			
A.....	1	104	2,907
B.....	1		
C.....	1		
D.....	6		
E.....	10		
F.....	5		
Indian			
E.....	1	8	182
F.....	3		
TOTALS FOR 1949.....	32	177	4,585
TOTALS FOR 1947.....	33	178	4,676

During the period under review no new schools were established in this area. On the contrary, owing to a considerable falling off in the enrolment, the single-teacher school at Bokkraal had to be closed down.

The situation with regard to schools, staff and pupils has remained fairly static. Both at Zwartuggens and Zeerust the primary schools have experienced an appreciable increase in enrolment. At various farm schools, however, especially those located in areas where intensive agricultural farming operations cannot be pursued due to the absence of an adequate water supply, there has been a steady decrease in numbers.

CENTRALISATION: HOSTELS AND TRANSPORT SCHEMES.

The policy of centralisation of schools, either through the establishment of hostels or by means of motor transport, was carried out energetically during the late thirties and early forties. At this juncture centralisation has well-nigh reached saturation-point.

In the Marico Bushveld a centralised school with modern provincial hostels is adequately fulfilling the educational requirements of the scattered population of this area. In the densely populated areas, centralised schools are fed by motor transport schemes.

Institutions for secondary education are to be found in the four principal towns. At each of these, hostels have been established to accommodate children from outlying areas, whilst children living within travelling distance, are daily transported to school by motor buses.

There are eight hostels in the circuit. Of these, seven are provincial hostels, the remaining one being an approved Church-controlled hostel.

At Nietverdiend the provincial hostel is taxed to the limit of its accommodation. It is anticipated, however, that the erection of an additional unit will be proceeded with in the near future. The new provincial hostels at Zeerust were occupied at the beginning of 1949. New buildings are required at Zwartuggens where boarders are housed in unsuitable and inconveniently situated buildings. With the exception of Nietverdiend, the superintendents have been able to cope with the continued demand for hostel accommodation.

Transport schemes, conveying some 1,500 children daily, number 43, all of which are giving satisfactory service. The roads over which the buses travel are with few exceptions in fairly good condition.

SCHOOL BUILDINGS AND GROUNDS.

The schools at Jagersfontein and Grootfontein are still being housed in unsatisfactory, hired buildings. A new building is now being erected at Grootfontein and it is hoped that in the near future Jagersfontein will be provided with a similar one.

At Koster Intermediate School an extensive building programme, including inter alia, the erection of nine additional classrooms, an art and crafts room, offices and a soup kitchen, is nearing completion. As soon as all the new classrooms have been made available, the accommodation problem at Koster can be considered solved for the present.

Although additions and improvements have been effected at Rodeon High School, Zwartuggens, the school is still in urgent need of well-equipped laboratories. Two classrooms have been added at Nietverdiend School.

With a view to coping with an anticipated gradual increase of enrolment at Schuinsdrift School the erection of additional classrooms and the provision of badly needed complementary facilities have been recommended.

At Zeerust Primary School and Groot Marico Intermediate School respectively, five and two temporary classrooms have been erected. The Department has already approved in principle of the establishment of a separate junior school at Zeerust.

The Domestic Science and Handcraft centres at Zeerust High School are unsatisfactory and are inconveniently placed on the premises of the adjoining primary school. The erection of new centres, conforming with modern standards, is considered necessary.

On the whole, the schools are in comfortable buildings and the decentralised method of maintenance under regional Clerks-of-Works is working satisfactorily. The buildings are being renovated in rotation and are, generally speaking, kept in a good state of repair.

The acute shortage of water at Groot Marico and Zeerust has aroused a measure of anxiety among the hostel superintendents and the school principals concerned. Up to the present no permanent solution has been found for this problem, but the matter is well in hand and energetic efforts are being made by officials of the Administration to cope with the difficulties.

An inadequate water supply is primarily responsible for the unattractive and neglected appearance that some school premises present.

In spite of shortage of water, successful attempts have been made by enterprising principals to create attractive surroundings for awakening and stimulating love and appreciation of things beautiful.

At a few schools swimming baths have been built, the water being afterwards utilised for irrigation purposes. It is to be regretted that principals are still to be found who do not fully appreciate the educational value of tastefully laid-out and well-kept school gardens.

DISPOSAL OF REDUNDANT SCHOOL BOOKS.

Acting on a request contained in Circular No. 51 of 1946, and thanks to the enthusiastic co-operation of the School Board staff at Zeerust, many thousands of redundant school books, occupying valuable storing space at the various schools in the circuit, were collected and deposited at a central depot during 1948. The useable books have since been classified and catalogued. Principals have on various occasions availed themselves of the opportunity to supplement their school libraries and text books through this source.

REFRESHER COURSES.

About 35 teachers from this circuit attended a refresher course organised by Inspector C. H. Steyn at Paul Kruger School Farm during April, 1948. Demonstrations on certain aspects of the art and crafts syllabus, as well as lectures on the teaching of arithmetic and the teaching of English, as second language, were given. This well-conducted course was appreciated and thoroughly enjoyed by all concerned.

For the benefit of the teachers of this circuit it was found possible to arrange a three day course at Groot Marico Intermediate School during the following April vacation. Besides the teaching of the second language and art and crafts in primary schools, the following topics were inter alia discussed: Scholastic tests, the global method of teaching reading, of handwriting. The lectures were well-delivered and proved to be instructive and stimulating to those present. The fact that the course was attended by one hundred teachers goes to prove that many teachers were desirous of improving their knowledge with regard to modern developments in educational theory and practice.

INSPECTIONS.

During the past two years formal reports were submitted to Head Office on all schools that were due for inspection. Thirty schools were visited for inspection purposes during 1948, and twenty-nine during 1949.

WORK IN THE SCHOOLS.

In those schools where teachers have equipped themselves with progressive and systematically set-out schemes of work, the classwork is, as a rule, up to standard. The effect of the recently issued Departmental instructions regarding the drawing up of schemes of work, tend to encourage all schools to strive at securing better co-ordination and continuity of work in the successive standards.

Although quarterly or half-yearly as well as formal promotion examinations are still favoured by some principals of primary schools, it is a pleasure to report that most schools have introduced less time-wasting and more efficient means of measuring the pupils' progress and determining their promotion. In these schools the pupils' attainment and promotion are based on their progress in actual school work, as is also reflected in the results of interim tests. Besides having diagnostic value, periodical tests usually give a fairly accurate indication of a pupil's standard of attainment. In addition, the tendency towards slackness, particularly at the end of the year, is eliminated.

Recently, standardised tests have been introduced into schools. Teachers have thus been able to gain experience in conducting these tests and in measuring the attainment of their pupils in such skills as handwriting, reading and arithmetic.

There are many indications that the teaching of the second language is improving gradually, especially with regard to the oral aspect thereof. Considering the fact that the Department has in recent years distributed numerous pamphlets containing detailed hints on the method of teaching the second language, and in view of the fact that the teaching of the second language often has been the subject of discussion in educational magazines, at teachers' meetings and at refresher courses, progress in this direction seems obvious. In those schools where the second language is taught purposefully and systematically, the pupils are, on the whole, able to express themselves fairly well on subjects within their experience. In

the junior classes, too often the approach is too formal: more should be done to enliven the work by means of action songs and dramatisation of poems and stories.

The old stereotyped reading lesson in which bored pupils read aloud in turn until they know the lesson almost by heart, is gradually disappearing from most schools. Every school has a library and successful attempts are being made to inculcate in pupils a love of reading.

Due to the absence of women on the staff of a number of smaller schools, very little attention, if any, is being paid to the teaching of singing and needlework in those schools.

Generally speaking, the remaining subjects of the curriculum are taught satisfactorily. It is apparent, however, that many teachers have not yet succeeded in giving effect to the following dicta: "A mere knowledge of facts is less important than the attitude engendered in the pupil. The aim should be to develop habits and inclinations in the pupil that are of lasting value. Methods of teaching should be dynamic in that they aim not so much at imparting facts with a view to their passive acceptance, as at arousing interest and stimulating independent activity on the part of the learner." (Introductory Note to the new Syllabuses, Grade—Std. VIII.)

No provision has yet been made at any school in this circuit for the special education of backward children. A preliminary survey that was conducted some time ago, indicated that in all the larger schools there were sufficient children to warrant the establishment of one or more special classes. At only one of the schools concerned, could accommodation be found in empty classrooms.

At many schools a genuine attempt is being made to enrich the lives of the pupils by means of extra-mural activities such as organised games, athletics and school concerts. In some schools more should be done along these lines.

GENERAL.

The visits of the Director, the Secretary and the Chief Inspector to this circuit during the period under review were much appreciated.

At the Rodeon High School quarter-centenary celebrations in August, 1948, the Secretary of the Education Department, Mr. F. J. Otten, who was accompanied by Mrs. Otten, delivered the inaugural address. Subsequently Mr. Otten paid an informal visit to various schools in this area.

Our Director, Mr. W. Orban, together with Mrs. Orban and Mr. E. Steyn, Chief Inspector, visited Zeerust in October 1949 on the occasion of the inauguration of the new provincial hostels. The inspiring address by our late Director will long continue to live in the memories of those present. Mr. Orban's sudden death is deeply regretted.

In conclusion I should like to record my indebtedness to those teachers who loyally co-operated with me during the past two years. I also wish to express my thanks to the chairman and members of the Rustenburg and Marico School Boards for their hearty co-operation and to the secretaries of the boards for their kindly assistance.

INSPECTION CIRCUIT H.—RUSTENBURG.

INSPECTOR: C. H. STEYN.

STATISTICS.

TABLE I.—*Classification of Schools, Number of Students and Number of Teachers, December, 1949.*

Grade of School.*	No. of Schools.	No. of Students	NUMBER OF TEACHERS.			No. of Students per Teacher.
			Male.	Female.	Total.	
High Schools.....	1	568	20	7	27	21·0
Other Schools to Standard X.....	—	—	—	—	—	—
School Farms.....	1	299	11	5	16	18·7
Other Schools to Standard VIII.....	—	—	—	—	—	—
P.A. to Standard V or VI.....	1	584	8	12	20	29·2
P.A. to Standard I.....	1	485	1	14	15	32·3
P.B. to Standard V or VI.....	3	1,118	18	17	35	31·9
P.C. to Standard V or VI.....	1	197	4	3	7	28·1
P.D. to Standard V or VI.....	7	1,023	26	9	35	29·2
P.E. to Standard V or VI.....	6	409	15	1	16	25·6
P.F. to Standard V or VI.....	5	161	7	2	9	17·9
Indian and/or Coloured.....	2	289	10	—	10	28·4
Aided Schools.....	2	92	3	2	5	18·4
TOTAL FOR 1949.....	30	5,225	123	72	195	26·8
TOTAL FOR 1947.....	30	4,972	124	62	186	26·0

* Part-time teachers not included.

TABLE II.—*Additional Teachers, December, 1949.*

	Number of Centres.	Men.	Women.	Total.
Part-time teachers.....	5	—	5	5

TABLE III.—*Schools and Transport Schemes, Period January, 1948 to December, 1949.*

Number of schools closed	1
Number of schools opened	1
Number of transport schemes, December, 1948 ...	41
Number of transport schemes, December, 1949 ...	41

TABLE IV.—*Extent of Circuit Activities.*

Distance from Head Office—	No. of Schools.
0-24 miles.....	15
25-49 miles.....	7
50-99 miles.....	3
100-124 miles.....	3
125-149 miles.....	1
150-175 miles.....	1
TOTAL.....	30

EXTENT OF THE CIRCUIT.

The inspection circuit consists of 30 schools in the Rustenburg School District. It is desirable that one school of this district, which falls under the West Rand Circuit, should also be placed under this circuit.

CENTRALIZATION AND TRANSPORT SCHEMES.

No schools were centralized during the past two years. The policy is that schools should only be centralized if a majority of parents prefer it. I can, however, still recommend the following :—

- (1) Cumberland School at Groenvlei Central School.
- (2) Maricodraai School at Dwaalboom School.
- (3) Buffelspoort School and Kafferskraal 915 at Marikana School.
- (4) A new central school for Rooiwal, Kafferskraal 352 and Hartebeestfontein 553.

There are three central schools, with hostels, in the bushveld, viz., Groenvlei, Northam and Dwaalboom. Some of the pupils reside far from the school. The parents of Groenkloof Central School contributed an amount of £600 and the Administration purchased a school bus for the conveyance of pupils during week-ends. It is recommended that similar conveniences also be provided at other schools. It is desirable that the smaller children should be enabled to be at home as often as possible.

The number of transport schemes in this circuit has remained constant, but there is always a demand for changes in and for the extension of the existing routes. Some of the routes are already too long, but where there are no hostels in the area, this is unavoidable. Approximately 1,600 of the 5,225 students in this circuit are conveyed by buses. 520 pupils are conveyed to Rustenburg township, with the result that, in spite of the new school which was erected at Rustenburg North, the other two schools are again overcrowded.

Approximately 100 high school pupils make use of the buses. When hostel accommodation is provided, the pupils should be placed in a hostel.

JUNIOR HIGH SCHOOLS AND CENTRALIZATION OF STANDARD VI PUPILS.

There is only one junior high school in the circuit at the Paul Kruger School Farm. The junior high school at Thabazimbi has been approved for two years already. The site has been obtained but apparently the matter has been postponed indefinitely. A school for the Bushveld is essential as the accommodation at the high school and Paul Kruger School Farm is inadequate. Some parents reside more than 200 miles from the nearest secondary school. Unless hostels are erected at Thabazimbi and the existing establishments of the Paul Kruger School Farm and Rustenburg High School are enlarged, it will not be possible to place the Std. 6 pupils of this circuit in secondary schools.

BUILDINGS AND SITES.

The number of children in the Rustenburg Township is constantly increasing. A new school has been erected at Rustenburg North, but the accommodation at the other two schools remains inadequate. If a school were to be built for English medium pupils, it would relieve the accommodation position at the existing schools. Such a school is justified since

there are more than 200 English speaking pupils at school. The new school and hostel at Northam were opened at the beginning of 1948 by Mr. H. H. G. Krefft, Director of Education. The school consists of 6 classrooms and the hostel can accommodate 104 pupils. By the extension of the platina and chrome mines the school is already too small and two classes are accommodated in the study of the hostel.

As is the case in the rest of Transvaal, the school building programme is still in arrears.

The following buildings are required in this circuit:—

- (1) Rustenburg.
 - (a) School for English Medium pupils.
 - (b) A junior school.
 - (c) At the high school: a hostel for girls; 3 classrooms; a cooking centre; extension of existing hostels.
 - (d) A coloured school.
- (2) Thabazimbi.

Junior high school, school and hostels.
- (3) Paul Kruger School Farm.
 - (a) Hostel for boys.
- (4) Doornfontein.
 - (a) School with six classrooms.
 - (b) Teachers' quarters.
- (5) Zandriverspoort.
 - (a) School with three classrooms.
 - (b) Teacher's quarters.

Two schools are being erected, viz., Thabazimbi Primary School and Van Wykskraal School. Both will probably be taken into use in 1950.

Now there are only three hired school buildings. These buildings are all ineffective, but as the schools are of a temporary nature, new buildings are not recommended.

SITES.

Where the water supply is adequate, the decoration of sites is very satisfactory. At many schools there is still a shortage of water. In this circuit engines should be substituted for windmills.

TEACHERS' QUARTERS.

Several teachers' quarters are still required in the rural areas. The greatest need is at Thabazimbi and Van Wykskraal. The three dwellings at Thabazimbi and the one at Van Wykskraal which are being erected are very much appreciated. The shortage of suitable dwellings makes it difficult to obtain assistants for the smaller schools.

LATRINES.

It is recommended that all pit systems in this area be replaced by sewerage systems.

HOSTELS.

There are provincial hostels at Rustenburg (3), Paul Kruger School Farm, Boons, Groenvlei, Northam and Dwaalboom. The accommodation of pupils at all the hostels is satisfactory with the exception of that at Rustenburg. The hostel for girls has repeatedly been condemned.

As a result of the high cost of living, it is difficult to maintain a proper standard of treatment of the pupils with the present boarding fees.

Unless provision is made for the feeding of cows, it will be impossible to provide the pupils with milk, which is so necessary for the proper feeding of children.

STAFF.

It was, with a few exceptions, still possible to fill all the posts in this circuit by the appointment of competent qualified teachers. This was made possible by employing a large number of married women. The work of these temporary teachers is generally satisfactory. There is still a shortage of female teachers in schools in the rural areas.

EQUIPMENT.

The schools which can afford it, own pianos, roneo machines, typewriters and projectors. The radios which are being used are decreasing. There are still too few schools which are equipped with woodwork benches and tools. The classrooms are, in the majority of cases, decorated in an attractive manner. The pictures which were supplied by the Education Department contributed much to this.

The number of library books is still increasing and the schools are making good use of the books and magazines. It is a pity that so few of the schools in this circuit are served by the Provincial Regional Library.

HEALTH.

Sufferers from malaria are unknown in this circuit but the number of sufferers from bilharzia is alarming. It is hoped that all attempts to build swimming baths at the schools, will receive the necessary support.

SCHOOLWORK.

The ordinary activities of the schools have followed their normal course. Scripture is on the whole instructed in a serious and devoted manner. Self-activity is encouraged successfully in a number of schools, but much more can be done in this respect. The hints for the teaching of languages, printed by the Education Department were a great help, especially with regard to the teaching of the second language which remains the most difficult subject at school. Good progress is being made in art and crafts, but to retain the standard regular and more frequent visits from the supervisor of art and crafts is still very necessary.

Arithmetic is a subject which receives a lot of attention in all schools, and good progress is made through better, and more extensive oral work.

In some schools the necessary interest and enthusiasm for singing and physical exercises is absent.

Schools still pay attention to extra-mural activities, e.g., eisteddfodau, inter-school sports, concerts, parents' days, athletic meetings, boxing.

The relationship between the public and the various schools is generally healthy, and, where the different school functions are organised the support of the parents is commendable.

I would like to express my appreciation to all members of all teaching bodies for their interest and co-operation and to my colleagues for their faithful service and support.

INSPECTION CIRCUIT J.—WATERBERG.

Inspector: N. H. SCHOUTE-VANNECK.

STATISTICS.

TABLE I.—*Classification of Schools, Number of Pupils and Number of Teachers, December, 1949.*

Grade of School.	No. of Schools.	No. of Pupils.	NUMBER OF TEACHERS.			No. of Pupils per Teacher.
			Men.	Women.	Total.	
1. High Schools.....	2	772	28	9	37	20·9
2. Other Schools with classes to Standard X..	—	—	—	—	—	—
3. School Farms.....	1	228	8	3	11	20·7
4. Junior High Schools.....	1	144	6	1	7	20·6
5. Other Schools with classes to Standard VIII	—	—	—	—	—	—
6. Primary Schools: A.....	4	1,862	28	28	56	33·3
7. Primary Schools: B.....	2	663	8	13	21	31·5
8. Primary Schools: C.....	3	621	16	6	22	28·2
9. Primary Schools: D.....	4	604	12	7	19	31·8
10. Primary Schools: E.....	10	633	18	7	25	25·3
11. Primary Schools: F.....	12	442	19	3	22	20·1
12. Indian and/or Coloured Schools.....	2	130	5	—	5	26·0
13. Grant-Aided Schools.....	—	—	—	—	—	—
TOTALS FOR 1949.....	41	6,099	148	77	225	27·1
TOTALS FOR 1947.....	43	5,780	161	57	218	26·5

TABLE II.—*Additional Teachers, December, 1949.*

1. Manual Training, Domestic Science, Physical Education: Already included.

2. Part-time Teachers (Needlework): Ten (10).

TABLE III.—*Schools and Transport Schemes, period January, 1947 to December, 1949.*

Number of schools closed.....	2
Number of schools opened.....	0
Number of schools added from other Circuits..	0
Number of schools transferred to other Circuits	0
Number of transport schemes—December, 1947	21
Number of transport schemes—December, 1949	25

TABLE IV.—*Extent of Circuit Activities.*

<i>Mileage from Headquarters—</i>	<i>No. of Schools.</i>
0-24 miles.....	10
25-49 miles.....	8
50-99 miles.....	16
100-124 miles.....	3
125-149 miles.....	2
Over 150 miles.....	2
TOTAL NUMBER OF SCHOOLS..	<u>41</u>

With regard to the number of schools and circuit area, no changes worth mentioning have made themselves manifest in the circuit since the previous biennial report was submitted.

The inspectoral circuit at present comprises forty-one schools. Out of this number of institutions thirty-two fall under the Waterberg and six under the Pietersburg School Boards. The high schools and school farm are served respectively by governing bodies and an advisory committee.

With a view to attendance at school board meetings and other organising activities, it is considered very desirable that the six schools under the Pietersburg School Board should be placed under the control of the Waterberg School Board. Apart from the fact that this will simplify the work of the local inspector it will largely assist in making it more effective.

Since 1947 the number of pupils has increased by 319, and at present stands at 6,099.

The number of teachers has increased by seven.

Statistics go to show that the smaller type of school, with its average of 20·1 pupils per teacher, places, in proportion, a fairly heavy financial burden on the Province. It also often happens that teachers are not available for these schools.

The distances to be covered by the responsible officer on his visits are considerable.

CENTRALISATION.

Apart from the fact that the policy of centralisation is being carried out successfully, it appears as if it is at present being treated with increasing antipathy. It is fully expected that in future, apart from the services already decided upon, little progress can be expected in this respect; and this in spite of the fact that parents must be aware that the real interests of the child, in a fast developing country, can best be served by the larger modernly equipped school.

That centralisation has its disadvantages is not denied; that the advantages by far outweigh the disadvantages can, however, not be doubted.

Perhaps more actual educational knowledge and conviction is necessary.

At the two centralised schools at Marken and Ellisras the number of pupils at present stands at 211 and 283 respectively. The numbers are still increasing.

Sites for centralised schools at Steenbokpan and Monte-Christo have been purchased; but the present critical financial position is holding up the execution of the building programme. The same apparently applies to the erection of centralised school buildings at Roedtan and Tuinplaas, which, in principle, have been approved of.

Ground should also be procured in the "Middle Block" of the Waterberg with a view to incorporating all the smaller schools in this area into one large school.

In addition attention should be given to the centralisation of the following schools:— Rietfontein and Doornfontein; Middelfontein and Rhenosterpoort; Rooiberg and Leeupoort; Vaalkop and Sterkfontein.

The erection of a junior high school to serve certain portions of the Waterberg and Koedoesrand is strongly recommended.

TRANSPORT SCHEMES.

Although transport schemes largely eliminate the long distances which pupils have to cover to and from school on foot and by means of unsuitable transport, the disadvantages attached thereto have already been detailed in the two-yearly report for 1947. What a pity that this method of attendance at school is apparently preferred to the erection of centralised schools with boarding facilities.

In general parents will go to extremes to get a transport scheme instituted, extended or changed, but will oppose a centralised school erected or to build up an established one.

At present there are twenty-five transport schemes, it is expected that this number will steadily increase. The majority of the roads used for the transport of pupils are fortunately in fair condition.

On an average 782 pupils are daily transported by bus to their respective schools over roughly 568 miles. The yearly administrative expenses incurred amount to about £9,300.

Once again it is trusted that in time the greater number of the present transport schemes will be done away with, and that all children, who do not live in close proximity to the established larger school, will attend the school as boarders. Surely it can not be a difficult matter to bring about a system which will enable pupils to visit their parental homes for week-ends, at certain definite times, during the course of a quarter.

HOSTELS.

In spite of the fact that hostel facilities are not completely satisfactory, that use has still to be made of scattered hired buildings and as often as not of unsatisfactory boarding of a private nature, the position has nevertheless greatly improved.

Thirteen provincial and two subsidised hostels provide for roughly 2,300 boarders. As a result of the normal increase, arrangements will shortly have to be made to extend the present hostel facilities.

BUILDINGS AND SITES.

Of the forty-one school buildings, thirty-three are the property of the Administration. Generally the hired buildings do not come up to standard requirements, and should not be used for educational purposes.

On the whole the present buildings are not in a good state of repair. Though things are improving much more repair and renovation work are considered necessary.

During the period under review the following buildings have been erected or are in the course of construction:—

- (a) New high school buildings and additions to the girls' hostel at Potgietersrus. (Completed).
- (b) Additions to the Welgedacht centralised school buildings. (Completed).
- (c) New school and hostel buildings at Marken. (Completed).
- (d) New school and hostel buildings at Ellisras. (Completed).
- (e) Additions to the Lord Milner School Farm. (Completed).
- (f) New high school girls' hostel at Nylstroom. (Completed).
- (g) Additions to the primary school at Nylstroom. (Completed).
- (h) Servants' quarters at the primary school at Warmbaths. (Completed).
- (i) Junior high school buildings at Warmbaths. (Completed).
- (j) Additions to the primary school at Naboomspruit. (Completed).
- (k) Additions to the primary school at Warmbaths. (In course of construction).
- (l) New junior high school hostel at Warmbaths. (In course of construction).
- (m) Additions to the provincial hostel at Naboomspruit. (Completed).
- (n) New high school provincial hostel for boys at Nylstroom. (In course of construction).

With regard to new services, the following should receive priority:—

- (a) New boys' hostel at Potgietersrus.
- (b) New school and hostel buildings at Roedtan.
- (c) New high school buildings at Nylstroom.
- (d) New school buildings at the Lord Milner School Farm.
- (e) New school and hostel buildings at Tuinplaats.
- (f) New school and hostel buildings at Steenbokpan and Monte-Christo respectively.
- (g) A primary school hostel building at Warmbaths.
- (h) Additions to the following schools:— Alma, Potgietersrus Junior, Unitas, Warmbaths, and Welgedacht.

With the completion of the above services the Waterberg will have sufficient accommodation available for a considerable period.

Apart from one school (The Lord Milner School Farm) there are no school halls at the institutions in this circuit.

As far as grounds are concerned, it must be stated that, although the interest in this very necessary educational aspect is steadily increasing there is much room for improvement.

Unfortunately in too many instances the grounds make an unattractive appearance.

Where lack of water or the gravelly nature of the soil do not permit the lay out of flower-beds, etc., use could surely be made of rockeries and drought resisting plants.

EQUIPMENT.

As a result of improved conditions, more judicious requisitioning and the sharper control exercised over departmental equipment, schools are at present in a better position than two years ago.

An appeal is made upon all Principals to see to it that there is a minimum wastage in this respect.

The bringing about of a definite classroom educational atmosphere is at present generally realised.

Although in many schools a good deal of meritorious work in this respect has been done, there are a few schools where tattered hygiene charts, maps, etc., are still hanging on the walls.

An attractive classroom wall is surely a valuable aid to child education.

Progress has been noted in the sphere of our libraries and in the procuring of modern educational equipment. Teachers are steadily progressing in their construction and use of apparatus.

EDUCATION AND SCHOOL SUBJECTS.

Although a few cases of slackness and neglect of duty have been encountered, it can be stated with pleasure that the greater majority of the teachers still acquit themselves of their task with enthusiasm, seriousness and zeal.

In many cases, unfortunately, the standard attained is not in direct relation to the zest with which the work has been tackled.

The weakness must largely be ascribed to the large number of smaller schools which lie scattered over this vast area and the continuous change of school taking place. It appears to be a short-sighted policy to keep to this smaller type of school, which, as a result of its situation and character, is incapable of getting the greater majority of its pupils to reach a fitting standard of education.

As regards subject teaching, reference is made to what has already appeared in the report for 1947.

A word of thanks and appreciation is due to the Principals and their respective staffs for their trouble and sacrifice on behalf of their pupils in respect of school functions, eistedfod, athletic and sport activities, etc. Their unselfish zeal is greatly appreciated.

Also our thanks to the Director, the late Mr. W. Orban, the Secretary and the Chief Inspector of Education for their appreciated visits to the Circuit.

CONCLUSION.

It is with pleasure that I again avail myself of this opportunity of thanking my colleagues on the inspectorate, organisers, psychologists and the medical branch for assistance and advice.

Also my appreciation for what the Head Office Staff has done for me.

In addition my thanks to School Boards, School Committees, Governing Bodies and School Board officers for their willing and pleasant co-operation.

INSPECTION CIRCUIT K.—PIETERSBURG.

Inspector: R. E. LIGHTON.

A. STATISTICS.

TABLE I.—*Classification of Schools, Number of Pupils and Teachers, December, 1949.*

Grade of School.	No. of Schools.	No. of Pupils.	NUMBER OF TEACHERS.*			No. of Pupils per Teacher
			Men.	Women.	Total.	
1. High Schools.....	2	802	33	7	40	20·03
2. Other Schools to Standard X.....	—	—	—	—	—	—
3. School Farms.....	3	929	26	17	43	21·60
4. Junior High Schools.....	—	—	—	—	—	—
5. Other Schools to Standard VIII.....	—	—	—	—	—	—
6. Primary Schools: A.....	3	950	26	33	59	33·05
7. Primary Schools: B.....	—	—	—	—	—	—
8. Primary Schools: C.....	4	934	14	16	30	31·13
9. Primary Schools: D.....	8	1,000	20	13	33	30·30
10. Primary Schools: E.....	6	419	12	4	16	26·19
11. Primary Schools: F.....	4	145	4	3	7	20·71
12. Indian and Coloured Schools.....	3	415	13	—	13	31·92
13. Aided Schools.....	—	—	—	—	—	—
TOTAL FOR 1949.....	33	6,594	148	93	241	27·36
TOTAL FOR 1947.....	34	6,124	150	81	231	26·50
14. Private Schools.....	2	475	13	12	25	19·00

* Teachers in Physical Training, Manual Training and Domestic Science included; three part-time teachers not included.

TABLE II.—*Schools and Transport Schemes. December, 1947 to December, 1949.*

Schools closed.....	1
Schools opened.....	0
Transport schemes—December, 1947.....	8
Transport schemes—December, 1949.....	9

TABLE III.—*Extent of Circuit Activities.*

Distance from Circuit Headquarters—	No. of Schools.
0-24 miles.....	8
25-49 miles.....	9
50-74 miles.....	8
75-99 miles.....	3
100-124 miles.....	4
125-149 miles.....	1

B. REPORT ON PERIOD JANUARY, 1948 TO DECEMBER, 1949.

1. *Extent of Circuit.*—The circuit comprises the schools of the Letaba, Pietersburg and Soutpansberg Districts, together with Zebediela. The roads are generally satisfactory, and all schools are readily accessible.

2. *Buildings and Grounds.*—(a) During the period mentioned additions were made to buildings, i.e., additional classrooms at Dendron Central, Duiwelskloof, J.C.I. Mine (temporary), Levubu Central, Louis Trichardt High and Primary, Mara Coloured, Mopani Central, and Pietersburg Afrikaansmedium, Marabastad Central.

(b) The school building at Ivydale (Pietersburg) was completed.

(c) Teachers' dwellings were erected at the Merensky School Farm and Mopani. The new Girls' Hostel for the Pietersburg English Medium School is in course of erection; this will replace the notorious Osney house.

(d) Building plans are advanced in respect of the following: Grave-lotte Central School; the High School hostels at Louis Trichardt; hostel additions to the Marabastad Central School; a Girls' Hostel for the Pietersburg Afrikaans Medium School; a Boys' Hostel for the Pietersburg High School; the Zoekmekaar Central School and hostels.

(e) The arrear programme is, however, considerable. Still outstanding are:—

- (i) Dendron: Hostel additions.
- (ii) Duiwelskloof: Hostel improvements and additions.
- (iii) Haenertsburg: Central school with hostel (The existing conditions are deplorable).
- (iv) Happy Rest School Farm: Hostel improvements and additions; school additions; farm buildings.
- (v) Louis Trichardt High: Domestic science and manual training centres; additional laboratory; art room; library; school hall.
- (vi) Louis Trichardt Primary: The establishment of a second primary school, probably a junior school.
- (vii) Mara-Buys Coloured: Teacher's dwelling.
- (viii) Marabastad Central: School and hostel additions.
- (ix) Merensky School Farm: Additions to school; dining block improvements; farm dwellings and buildings.
- (x) Messina: A new hostel on a suitable site to take the place of the existing unsuitable and inadequate hostel.
- (xi) Mopani: Replacement of Knap buildings.
- (xii) Pietersburg Afr. Medium: The establishment of a school in the Eastern portion of the town.
- (xiii) Pietersburg High: Extension of school and hostel buildings.
- (xiv) Tzaneen: Additions to school; primary school hostel.
- (xv) Vivo: Hostel additions.
- (xvi) Zebediela: A new school and teacher's dwelling.

(f) Alldays Central School: The continued existence of the school depends very much on its water supply. If sufficient water is assured the hostel additions must be completed; failing this, the decision is inevitable that the whole institution must be moved.

(g) The following eight schools are housed in hired buildings:—

Driedoornhoek, Hartebeestfontein, J.C.I. Mine, Marsfontein, Pietersburg Indian and Coloured, Platkoppie, Toul, Zebediela.

No rent is paid for the Louis Trichardt Indian School building.

Approved hostels are attached to two of the abovementioned schools, viz. to Platkoppie and Toul.

A private hostel is attached to the Driedoornhoek School.

3. *Centralisation.*—The central schools have fully demonstrated the great benefits that school centralisation confers upon so extensive and sparsely populated an area as the Northern Transvaal. Their standard of work, the constructive educational services they render, the stamp of teacher they are producing, give point to this. The mental, spiritual and physical levels are steadily rising; where they are not the exceptions serve to prove the rule and to emphasize the need, for educational and national welfare reasons, of further centralisation. Only in this way can the desired privileges and conveniences be provided for the children of the following localities: Hartebeestfontein, Marsfontein, Vrederust and possibly Zebediela; Platkoppie; Driedoornhoek. In the case of the last three schools much good work has already been done under unfavourable conditions, thanks to the perseverance of local people.

4. *The School Farms.*—The three school farms are full. Their accommodation will have to be increased or their enrolment restricted to those pupils for whom the school farm was intended.

If this restriction is applied, the school farm will more effectively fulfill its aim, and the possibility of technical expansion and a more comprehensive course will improve. As soon as provision elsewhere is made for the primary school pupils concerned, the scope of the upper division can be extended and the main cause of public antipathy removed.

5. *High Schools.*—The boarders consist mainly of pupils taking the five year course leading to the matriculation examination. Many of the day scholars attend only for two or three years; the presence of these pupils complicates the organisation and classification and disturbs stability. The question is whether they can or do derive the benefits at high school they should from their final years of schooling, or whether they should not rather attend a junior high or other type of school.

6. *The School Work.*—The meetings of teachers and principals are usually well attended. Keen interest is shown in educational and professional matters. The teachers generally render faithful, devoted service, and many display considerable initiative. Sound work is being done, even where circumstances are unfavourable and discouraging.

The teaching of the second language has received much attention, determined efforts are being made to raise the standard, and satisfactory results have been obtained; but the fact is inescapably there that far and away most of the pupils only hear and use the second language in the classroom; progress is difficult and slow.

There are evident shortcomings in the teaching of the First Language (Afrikaans). Pronunciation and intonation especially leave much to be desired. Many teachers themselves err in these respects. Instances are the overdone letter pronunciation, the artificial sounding or distinct articulation of each word, the unnatural intonation, and coupled therewith firstly,

the slavish, shortsighted application of the inadequate phonic method in the initial stages of reading instruction, and secondly the general proposition that considerations of spelling should be primary and decisive. The teachers form an important part of the language-forming community; they should be careful steady observers; they should be familiar with the reading matter and literature concerned, including the Departmental Hints to Teachers, and they should endeavour to be self-critical. Above all they should refer regularly to Le Roux and Pienaar's "Uitspraak-woordeboek". There are in these matters so many differences of opinion among the teachers, and to some extent among the language experts, that an appeal to the Academy is very necessary.

Arithmetic is still a difficult school subject, even though much time and attention are devoted to it. Very frequently one or more of the following suggestions are required: Hasten slowly, especially in the grades; bridge the gap between the concrete and the abstract by means of apparatus and a patterned representation of number and the components; ensure a systematic treatment of the work; be sure that all previous work is methodically and regularly revised; accuracy is admittedly of major importance, but the significance of an accelerated tempo must be more fully recognised; give more thought and attention to mental arithmetic, and organise this part of the work; frame the course along practical lines, bring it into line with every-day life, stimulate personal interest, promote self-activity. The standard of work compares satisfactorily with that in other circuits, and in some schools it is outstanding.

The cultural subjects receive careful attention. The work is thoroughly planned and artistic notebooks are compiled. The written notes are kept more or less to a reasonable minimum. The attitude of the pupils is in most cases almost entirely receptive; for the lessons consist mainly of instruction, of the imparting of information and the imprinting of compartmentalised, predetermined knowledge. The pupils' curiosity is not sufficiently stimulated, their self-activity and initiative are not deliberately cultivated. The same comments apply to some extent in the case of Bible History and art.

The schools attach much importance to handwriting. The pupils leaving the primary schools write fairly neatly, but slowly. The primary school cannot it seems develop the desired degree of handwriting skill, and among others the high schools feel the handicap. The causes are largely to be found in the conservative letter-forms taught. Our system of handwriting should be more effective: Legibility and speed requirements should be more sensibly co-ordinated, and to this end the shapes of the letters made by means of clockwise movements should be revised. The physiological limitations should receive far-reaching consideration. This applies as well to classroom lighting, particularly in the gradesrooms, where the placing of the infants tables results in groups of pupils sitting with the light coming from behind, from the right and from the front. This can lead to eye trouble.

7. The Teaching Staff.—The teachers do not rest on their oars. They welcome advice, suggestions and constructive criticism. They keep in touch with one another, visit one another's schools, and meet regularly. The esprit de corps is healthy and beneficial. The teachers get to know one another's problems and requirements, and they collaborate well. The interschool gatherings proceed smoothly and amicably; for most schools no sacrifice is too great.

8. *Glenmore Holiday Resort*.—For the pupils of our remote schools, in rather unhealthy and heat-stricken areas, a visit to Glenmore on the Natal South Coast is a wonderful privilege.

On behalf of many parents and pupils we wish to express appreciation and thanks to the Transvaal Education Department for its splendid undertaking.

9. *Visit of the Director of Education*.—In June 1949 this Circuit was honoured by a visit from the Director of Education, Mr. W. Orban, and his wife. He presided at a ceremony at the Louis Trichardt Primary School, and visited the Pietersburg and Louis Trichardt High Schools, the Pietersburg Afrikaans and English Medium Schools, and the Happy Rest and Kuschke School Farms. His visit to the Northern Transvaal was for all a source of great satisfaction. His tragic passing in December 1949 was keenly felt. He had guided, aided and inspired us.

10. *General*.—The co-operation of many people and bodies is necessary in the running of educational services: The officials of Head Office and the Provincial Administration, our colleagues, the Inspectors of Education; the Provincial Councillors; the School Board members, the School Board Secretary and his Staff; the Inspector of Works and his staff; the District Engineer and his staff; the School Committee and parents; the Principals of Schools and their staffs; the Teachers' Association Branches; the Headmasters' Association; the host of ad-hoc committees of teachers, town councils, etc. To all whose work has concerned this circuit I wish to express sincere appreciation for their readiness to assist, their courtesy and consideration, and for the splendid way in which they join forces in the furthering of the interests of our children.

INSPECTION CIRCUIT L.—LYDENBURG.

Inspector: N. G. ALANT.

Duty was assumed in this circuit in January, 1949, when the late Inspector N. J. Du Plessis was transferred to the Potchefstroom circuit. It has been an honour and a privilege to be his successor. Nic du Plessis sacrificed himself for the teaching profession and because of his ability, thoroughness and affability his loss is deeply lamented.

EXTENT.

The circuit comprises 37 Government schools in the following two School Board areas:—

1. *Lydenburg*.—All schools, excepting Belfast, Machadodorp and Tonteldoos, schools.

2. *Barberton*.—All schools with the exception of Waterval Boven. No new schools were founded during the past two years.

Swartkoppies school was permanently closed at the end of the second term 1948.

It is doubtful whether the one-teacher schools, Wemmershoek and Bosbokrand, with enrolments of 17 and 15 respectively, will remain in existence much longer.

The establishment of a High School at Nelspruit, where the present enrolment is 758, has been approved in principle; finality will, however, only be reached after the erection of the necessary High School building.

White River was granted the status of a Junior High School in May 1948.

Development in the Lowveld has resulted in growth and expansion in education. The founding of a school at Kaapmuiden is being considered.

CLASSIFICATION OF SCHOOLS.

Grade of School.	No. of Schools.	NUMBER OF TEACHERS.			No. of Pupils.
		Permanent.	Temporary.	Total.	
1. High Schools.....	1	17	2	19	362
2. Other Schools with classes up to Standard X.....	1	21	7	28	758
3. Junior High Schools.....	2	20	7	27	696
4. Other Schools with classes up to Standard VIII.....	2	17	13	30	841
5. Primary Schools: A.....	1	14	1	15	470
Primary Schools: B.....	—	—	—	—	—
Primary Schools: C.....	—	—	—	—	—
Primary Schools: D.....	5	16	8	24	605
Primary Schools: E.....	8	13	8	21	513
Primary Schools: F.....	14	20	6	26	486
6. Subsidised Private Schools.....	2	—	—	4	55
7. Indian and Coloured Schools.....	3	7	2	9	263
TOTALS.....	39	145	54	203	5,049

DISTANCES FROM HEADQUARTERS.

<i>Distance from Headquarters—</i>	<i>No. of Schools.</i>
0-24 miles.....	9
25-49 miles.....	10
50-99 miles.....	13
100-150 miles.....	7

MOTOR TRANSPORT, DECEMBER, 1949.

School Board Area.	No.	Average No. of Pupils Transported.	Mileage.
Lydenburg.....	13	427	192·9
Barberton.....	12	560	178·4
TOTAL.....	25	987	371·3

New schemes inaugurated..... 2
Schemes suspended..... 0

BUILDINGS AND ACCOMMODATION.

The school and hostel building as well as government quarters are, generally speaking, in a satisfactory state of repair.

School Buildings.—A new school building was erected at Krugerspost in 1948.

Accommodation at Nelspruit and White River is very limited, with the result that undesirable quarters are in use. The erection of High School buildings at Nelspruit and Junior High School buildings at White River is being considered, however. The erection of a suitable school building and government quarters at Komatipoort is urgent.

Hostels.—Temporary buildings were erected at Dullstroom and Leeuwvallei. At the latter school, hostel accommodation is altogether inadequate. The boarders, in ever increasing numbers, are being lodged in a rented building which is very unsuitable. A suitable site, on which the necessary school building and hostel are to be erected, has already been procured.

During 1948-1949 the following three hostels were completed and taken possession of—

Sabie.—Accommodation for 117 boarders.

Nelspruit.—Accommodation for 120 boarders.

High School, Lydenburg.—“Keet-huis”, with accommodation for 160 girls.

These buildings, built on modern lines, supply a longfelt want, but adequate accommodation at Nelspruit still presents a problem.

School and hostel premises are generally kept very neat, and the improvement of school grounds receives special attention.

ADDITIONS TO SCHOOLS.

Lydenburg School Board Area.

De Grootboom: 1 Classroom.

Dullstroom Junior High: 3 Classrooms, 1 laboratory, 1 staff-room.

Elandspruit. Store-room and toilet room.

Kliprivier: Store-room and toilet room.

Leeuwvallei: 1 Classroom (pre-fabricated).

Lydenburg High: Native quarters (additions).

Lydenburg Primary: Dressingroom and toilet room.

Rustplaats: Store-room and toilet room. Bedroom to government quarters.

BARBERTON SCHOOL BOARD AREA.

Bosbokrand: Prefabricated rondavel for teacher.

Graskop: New latrines.

Komatipoort: Cold storage room.

Pilgrim's Rest: 1 Classroom.

Elandshoek: Additions to government quarters.

WORK IN SCHOOLS AND EXTRA-MURAL ACTIVITIES.

During 1948-1949 all schools in the circuit were inspected at least once; the smaller schools twice.

It is pleasing to state that meritorious work is being done generally, and that most of the teachers are devoted to their work. The high percentage of temporary teachers, approximately 25 per cent, has a

retarding effect on the organisation of quite a number of schools. For some vacancies no applications whatever are received. The willing and devoted services of a number of married women who hold these temporary appointments, are appreciated.

Religious instruction is given with enthusiasm. Its educative value depends to a large extent on the attitude and influence of the teacher.

The standard of work in the languages, especially the second language (mainly English), could be improved. For this purpose suggestions regarding language teaching were given at teachers' meetings at four different centres in the circuit. These meetings were well attended by teachers—even from the remotest parts of the circuit. It is trusted that this guidance will bear fruit.

Pupils make good use of the school libraries, and especially of the mobile Provincial Library.

In the teaching of Arithmetic, adequate oral work is essential to attain the required speed and proficiency. The teaching should be more practical, and the schemes of work must be adapted to the requirements of the environment.

Cultural subjects are well taught; the practical and objective aspects of teaching, however, should receive more attention.

The Supervisors of Domestic Science, Art and Crafts and Woodwork visited the circuit regularly and rendered valuable service.

At 16 schools part-time teachers are responsible for needlework. Only a very few three- and two-teacher schools have a woman assistant on the staff. These schools are in reality men teacher schools.

The necessary Domestic Science and Woodwork centres are still to be provided at Nelspruit, White River and Sabie; consequently justice cannot be done to these subjects.

Attention is being paid to singing and physical education, but it is still obvious that the value of these subjects is not yet appreciated fully.

School feeding is generally limited to the supplementary meal. Only a few schools are equipped to serve a full meal. We should like to see more attention given to refinement during school feeding. The Thrift Club is well supported at most schools. In 1949 Pilgrim's Rest School, with an enrolment of 150, won the Beckett Murray Floating Trophy, in 1948 the same school came second.

School sport and societies play an important part, even in the smaller schools. Inter-school competitions are supported enthusiastically.

Three Art Societies in the circuit organise Eisteddfodau biennially.

The teachers deserve a special word of thanks and appreciation for the guidance, diligence and enthusiasm in fostering a sound spirit in their schools, and in promoting the physical and cultural interests of the pupils.

GENERAL.

The desirability of Inspector's quarters in this circuit has repeatedly been emphasised by my predecessors. It is trusted that provision will be made in the near future.

In 1948 His Honour, the Administrator, the Director of Education and the Secretary of Education visited this circuit officially on several occasions. Their encouragement, assistance and sacrifice in the interests of education in this circuit are sincerely appreciated.

I wish to extend my sincerest thanks to colleagues, officials at Head Office, the School Boards of Lydenburg and Barberton, with their Secretaries, and also the part-time typist for their help and co-operation. This assistance together with the friendly co-operation of the different schools has made my task in this extensive but interesting circuit most pleasurable.

INSPECTION CIRCUIT M.—MIDDELBURG.

Inspector: J. A. SMUTS.

EXTENT OF CIRCUIT.

With the exception of Groblersdal, Marble Hall and Toitskraal, the circuit comprises all the schools within the Middelburg School Board area. The Tonteldoos school is the only school which does not fall under the jurisdiction of the Middelburg Board. It is situated in the Lydenburg School Board area.

CLASSIFICATION OF SCHOOLS.

Schools.	Europeans.	Indian and Coloured.	Staff.	No. of Pupils.
High Schools.....	2	—	39	750
School Farms.....	1	—	8	128
Intermediate Schools.....	2	—	23	672
Primary Schools—				
Grade A.....	2	—	31	1,095
Grade B.....	3	—	28	975
Grade C.....	1	—	7	227
Grade D.....	8	1	46	1,377
Grade E.....	6	1	21	613
Grade F.....	7	—	14	277
TOTAL.....	32	2	217	6,114

Waterval and Staatsdorp were closed during the course of the last two years.

BUILDINGS AND GROUNDS.

It gives me pleasure to be able to report that the position in regard to school buildings, hostels and teachers' quarters is steadily improving. Renovation work progressed rapidly and principals' offices and store rooms were built at several country schools. During the past two years a new dwelling house for the principal has been erected at Onverwacht, a fine manual training centre has been built at Ogies and a modern hostel for the Witbank High School has been commenced. It is hoped that the latter building will be ready for use at the beginning of 1951. Forty boys and forty girls will be accommodated here.

There is still an urgent need for larger and more convenient houses for our country teachers. It is practically impossible to rent houses in country districts and under force of circumstances teachers often buy a piece of ground with the resultant temptation to start farming. This in turn easily leads to neglect of the teachers' school work. In addition, the mobility of teachers is reduced and this in turn results in teachers becoming fossils. They are unable to undertake new tasks, they become self-satisfied and incapable of absorbing new ideas. Too frequent changes

by teachers can be detrimental to the interests of education, but it is also true that when a teacher comes to a new environment, he often has a strong desire to undertake new tasks. For this reason it is desirable that teachers should occasionally change their school.

A number of principals in this circuit have succeeded extremely well in beautifying the surroundings of their institutions by planting trees, shrubs, lawns and flowers. It is no doubt a question of personal interest. Unfortunately there are still too many school gardens which are unattractive. There are a number of schools in the circuit which are situated in a climatic region where some of our indigenous trees ought to grow well and principals have been encouraged to plant some of these trees in the school and hostel grounds.

HOSTELS.

As a result of the closing of many country schools, the hostel and bus service to-day occupy a very important place in our educational system. It was easier to convey pupils to centralised schools than to build expensive hostels. Generally speaking parents give preference to transport schemes because they can have their children home at night. Many parents evidently do not object to their children having to travel long distances and give little thought to the fatigue factor.

Progress in the building of new hostels was rather slow in this circuit. The hostel that is now being built in Witbank will be of great value to the Witbank High School. The Middelburg Boys' Hostel could not accommodate all the boarders and as a result an old military hospital in the grounds of the Middelburg hospital had to be rented. Most probably this building will before long be required by the Middelburg hospital. If that happens the hostel authorities will have to solve the problem of accommodating these boys.

It is extremely urgent that the existing Middelburg Afrikaans Medium Primary School hostel be replaced by a modern building. A site was acquired some years ago and the first steps in connection with the erection of a new hostel are now being taken. The existing building is so obsolete and inconvenient that it cannot be used much longer. Parents are averse to putting their children as boarders in such hostels, although no complaints have been received in regard to the food and the supervision.

There are good hostel buildings at Hendrina and Roosenekal and for the Primary School pupils at Lagersdrift. There is also a modern hostel in Middelburg for boys and girls attending the English Medium Primary School. The majority of the boarders accommodated in the latter hostel come from the Rand.

THE LAGERSDRIFT SCHOOL FARM.

This institution, the youngest of its kind in the Transvaal, was established in January, 1946. For geographical and other reasons it was no doubt considered necessary to establish such an institution in an area which is comparatively isolated. Just as at the other School Farms, the intention was to provide a wide curriculum and it was hoped that the new school would prove of great value to the area.

For reasons which need not be discussed here, the new school had to contend with problems from the time of its establishment and its progress has been extremely slow during the past four years. There are various factors which contribute to the growth of an educational institution. Buildings and equipment are some of these factors and they are important. After the first inspection of the School Farm in 1947 the needs of the school in regard to buildings were brought to the notice of the authorities and it was stressed that the institution would never come to full development unless the required school and hostel accommodation was provided.

The necessary improvements could unfortunately not be effected and the Circuit Inspector was asked to investigate the whole matter again. A proposal to amalgamate the School Farm and the Primary School is now being considered. If this proposal is accepted there will in future be a single school at Lagersdrift, just as before 1946, viz., a school farm with an approximate enrolment of 350 pupils.

STANDARD SIX.

The establishment of the Lagersdrift School Farm four years ago was made possible by centralising all the Std. VI pupils of the surrounding primary schools at Lagersdrift. Children who intended proceeding to Std. X were expected to go to a high school for a five years' course. Some farm schools, however, retained their Std. VI classes because there was not enough room in the high school hostels. This applied especially to a number of schools in the vicinity of Middelburg and Witbank, but also in their cases it was understood that those pupils who intended proceeding to Std. X, had to go to a high school for their Std. VI. However, because parents generally prefer to keep their children at home as long as possible, many of these prospective high school pupils remained for their Std. VI at the farm schools. As long as the study of subjects like Mathematics, Latin, Biology, Bookkeeping, etc., was postponed until Std. VII, it did not much matter whether these pupils remained at the farm school for their Std. VI or whether they attended a high school after completing Std. V. A difficulty arose, however, when the above-mentioned subjects were introduced in Std. VI at the high school. The whole matter was again reviewed by the Middelburg School Board in 1949 and it was decided to take away all the Std. VI pupils from the primary schools in the vicinity of Middelburg and to enrol them at a school where they could start the full secondary school course in Std. VI.

As was to be expected, many parents protested, but the Board did not alter its decision.

As soon as the Witbank High School hostel is ready for occupation, the Board will have to review the position of the schools in these parts in view of the necessity of following a uniform policy. The educational authorities have already laid down the policy that Std. V will be the upper limit in the primary school and it is no doubt the duty of the School Board to carry out this policy wherever possible.

THE POSITION AT WITBANK AND GROBLERSDAL.

There are at present four schools in Witbank. As a result of the rapid development of the town owing to coal-mining activities, there is a great shortage of accommodation at the Afrikaans Medium Primary School and the Junior School. With a view to alleviating the position,

it has been proposed to build a school at Riverview, a hamlet not far from Witbank. A school here can then enrol the pupils from this little centre as well as those from the neighbouring hamlet Uitspan and thus bring relief to the overcrowded Witbank schools.

The rapid development of the area irrigated by the waters of the Loskop Dam has created similar problems at Groblersdal. The Groblersdal schools are to-day served by no less than ten transport schemes and the schools have become more and more overcrowded. In order to bring relief here, it was proposed to build a new school on the right bank of the Olifants River, just opposite the town of Groblersdal.

A start with these services will probably be made next year.

EXTRA-MURAL ACTIVITIES.

These activities may be grouped under two headings viz. sport and cultural activities. As far as organised sport is concerned, a great deal is being done for the pupils. They participate in tennis, basket ball, rugby, boxing and athletics and matches against other schools are regularly played. In conformity with the spirit of the age, participants as well as spectators show a great deal of enthusiasm. It is an accepted fact that sport has great value for the development of the body, for maintaining health and for the inculcation of social virtues and traits of character. In this connection there are, however, two matters which require the serious attention of all educators and leaders of sport. The first is whether the majority of our pupils participate in these sport activities or only a small minority consisting of those who are outstanding. The second is the present day tendency to be more interested in the outcome of the competition than in the competition itself. It is the duty of our teachers to do their best to inculcate in their pupils the right spirit of sportsmanship and to combat certain harmful tendencies which are to-day such a disquieting feature of many public competitions and games.

While the interest taken in sport is very keen, there is unfortunately not the same enthusiasm as regards school societies like the debating society, the S.C.A., and the Voortrekker Movement. There are no doubt sound reasons for this apparent lack of interest. The bioscope where people enjoy the picture while they sit and chat, certainly exercises a baneful influence. It is expected of the members of a school society to take an active part in the proceedings and this requires preparation and effort. Here, too, our teachers must man the watchtower. The enemy is already within the gates of the city.

MANUAL TRAINING, DOMESTIC SCIENCE AND ART AND CRAFTS.

The two high schools in this circuit are very well equipped for the teaching of Manual Training and Domestic Science. The new centre which was built at the Middelburg High School some years ago is so well equipped that it is both for teachers and scholars a real pleasure to work there.

The position at the Lagersdrift School Farm is unfortunately much less satisfactory. Not only is it extremely difficult to get the required personnel, but the centres are so unsuitable that it requires much effort to do the work effectively. The position is even worse at Hendrina. Here a member of the regular teaching staff is responsible for Manual Training; but for House Craft a part-time teacher must be employed

A very fine centre for Manual Training was opened at Ogies some time ago and the greater part of the equipment has already been received. The Principal of the school plans to teach this subject himself next year and one can expect that the boys will greatly benefit by this tuition. It is a matter for regret that a centre for House Craft was not erected at the same time. The girls will consequently miss instruction in a subject which would have been of special value to them in their future lives.

The shortage of the required material is a great drawback to the effective teaching of Art and Crafts. Teachers have found the visits of the Supervisor of Art and Crafts very helpful. The practice that every pupil should receive instruction in two arts is becoming general. The older teachers have found the demonstrations in leather work very valuable and many boys have shown interest and enthusiasm in making articles like leather purses, book covers, etc. Mr. Vermooten, the Supervisor in Manual Training, who retired at the end of 1949, is thanked for his work in this circuit. He will be remembered for many years by the teachers.

THE SCHOOL WORK.

The old system in regard to the preparation and record of work was continued during the last two years. During 1949 the new system was explained to individual teachers as well as to groups of teachers at Teachers' Association meetings and the new schemes are now being prepared.

It gives me pleasure to place on record my appreciation of the fine work done by the great majority of teachers in this circuit. The teachers form a body of educated people in every village and town and they make a valuable contribution to the life of the community. Considerable use is made of their services and it is almost impossible to picture a village community without its teachers.

There are unfortunately a number of schools in this area where the position is less satisfactory. The school grounds are unattractive and the standard of teaching is below the average. One can only hope that the position will gradually improve.

In regard to the subjects of study, I may mention that the two high schools started work in earnest on the new syllabus for Religious Instruction. The Circuit Inspector discussed the syllabus with the staffs of the two schools and made suggestions in regard to literature and methods of instruction.

Good attention is being given to the teaching of the two official languages. It is not so easy to answer the question whether the standard attained is sufficiently high. It appears almost impossible to reach the same high standard of proficiency in these languages as that attained in countries with a single language.

The Department's "Suggested Syllabuses" cover a wide field. It is a pity that many teachers are still under the impression that the whole syllabus must be covered. The result is superficial instruction.

GENERAL.

After Inspector Schumann's transfer to Johannesburg in December, 1947, the circuit was without an inspector for some months. My inspection work was begun in May, 1948. Since then all the schools have been

inspected except the Witbank High School which is due for inspection next year. The inspection reports submitted to the Department give a brief review of the work done in the schools.

Most schools organise some or other function once a year. In some cases the aim is to raise money for the school fund. On other occasions emphasis is laid on the cultural aspect of the function. It is encouraging to see how well the general public support such functions, and their attendance in such large numbers is a proof of the good relations existing between the school and the home. It also bears testimony to the fact that the majority of parents appreciate the work which the teachers do in the interests of their children.

A large number of pupils participated in the "Rapportryersfeeste" and many of them attended the festivities in connection with the inauguration of the Voortrekker Monument in Pretoria. Thus in union with the rest of the European population they paid homage to the memory of the Pioneers and were at the same time strengthened for the tasks and duties that rest on the shoulders of the present generation.

INSPECTION CIRCUIT N.—ERMELO.

Inspector: F. J. VAN SCHOUWENBURG.

On April 1st, 1948, I took over this circuit from Inspector J. A. Smuts, who was transferred to Middelburg.

EXTENT OF CIRCUIT.

The circuit includes: 27 schools controlled by the School Board of Ermelo, 2 by the School Board of Lydenburg and 1 by the School Board of Barberton.

There has been development and growth at many of these schools during the last two years, but the number of schools still remains the same.

STATISTICS.

TABLE I.—*Classification of Schools, Number of Teachers, and Number of Scholars in December, 1949, compared with Number of Scholars in December, 1947.*

Type of School.	No. of Schools.	No. of Teachers.	NUMBER OF SCHOLARS.			Total December, 1949.	Total December, 1947.	Increase.
			Below Standard VI.	In Standard VI.	Above Standard VI.			
High Schools.....	2	38	—	189	536	725	695	30
School Farms.....	1	14	55	63	123	241	233	8
Junior High Schools.....	2	22	—	112	274	386	416	—30
Intermediate.....	3	43	1,067	108	143	1,318	1,203	115
Primary Schools—.....								
P.A.....	3	46	1,479	—	—	1,479	1,432	47
P.B.....	2	23	724	—	—	724	691	33
P.C.....	1	8	259	—	—	259	250	9
P.D.....	1	6	184	18	—	202	170	32
P.E.....	6	17	406	36	—	442	471	—29
P.F.....	6	11	199	17	—	216	192	24
TOTAL FOR EUROPEAN SCHOOLS.....	27	228	4,373	543	1,076	5,992	5,753	239
INDIAN AND COLOURED.....	3	8	244	10	—	254	239	15
GRAND TOTAL....	30	236	4,617	553	1,076	6,246	5,992	254

The above table shows an increase of 123 pupils in the Secondary Schools, against a small increase of 116 pupils in the Primary Schools, during the last two years. It is also interesting to note that there are altogether, 2,462 pupils in the 6 largest Primary Schools, as compared to 789 pupils in the remaining 13 Primary Schools.

In these 13 smaller schools there has been an increase of only 27 pupils during the last two years. This seems to show that parents are becoming more and more inclined to send their children to town schools.

In the 12 P.E. and P.F. schools there are altogether 53 Standard VI pupils, that is approximately 4 pupils per school. These Std. VI pupils would have profited much more by attending a Junior High School or High School. The Standard IV and V pupils would also have benefited thereby, because a Standard VI class in a small school, means not only extra preparation for the teacher, but since he gives a great deal of attention to the Standard VI class, the rest of the group, Standard IV and Standard V suffer. Therefore, if these 53 Standard VI pupils were transferred, they would profit as well as the Standard IV and V pupils.

There is only one one-teacher school in this circuit. According to most recent figures, this school is in danger of having to be closed down soon.

TABLE II.—*Classification of Pupils who live more than three miles away from the School which They attend.*

Type of School.	No. of Boarders.	No. of Private Boarders.	No. using Departmental Transport.	No. using Private Transport.
High Schools.....	397	39	66	11
School Farms.....	158	4	16	—
Junior High Schools.....	160	26	67	6
Intermediate Schools.....	82	34	186	53
Primary Schools.....	768	133	437	147
TOTAL.....	1,565	236	772	217

TRANSPORT SCHEMES.

There are altogether 21 Departmental Transport Schemes in this circuit, and 772 pupils are conveyed to their various schools every day. This means that about 13 per cent of all the pupils attending school, travel to school by bus every day. This is a very high percentage but it is inevitable as a result of the limited hostel accommodation.

It is true that most parents prefer to let their children travel to school by bus, rather than let them go to hostels as boarders. However, they are beginning to realise more and more, that it is very tiring for children to get to their schools in this way. Not only is the journey by bus tiring, but usually the children have to walk a long way to catch the bus. It is especially trying in winter when they have to get up early, have breakfast by candle light and walk a long way in the cold to reach the bus route.

Parents are also realising that their children miss a great deal by not being able to take part in the extra-mural activities, such as sport, which take place at the school in the afternoons.

HOSTELS.

According to Table II, 1,565 pupils out of 5992 are resident in hostels, that is about 26 per cent.

During the last two years, two local communities erected hostels which have been approved by the Administration viz. Sheepmoor and Machadodorp. Both these hostels are modern buildings with all necessary conveniences for the boarders.

Two large and attractive hostels are being erected for High School pupils at Belfast, one for girls and one for boys. Each hostel can house 115 boarders conveniently and will be ready for occupation early in 1950.

Towards the end of 1950 the buildings for the new School Farm at Morgenzon will be ready. In addition to the lovely school building there are two hostels, one for girls and one for boys, each able to house 120 boarders.

Piet Retief and Carolina are urgently in need of primary school hostels for boys and girls. At Carolina 45 primary school boys and 31 junior high school boys are housed in very poor private dwelling houses. At Piet Retief 98 girls and boys are housed equally badly. Not only are the buildings poor and inconvenient, but because the different houses are scattered about, supervision becomes difficult and discipline is sometimes lacking.

BOARDERS IN HOSTELS AND BOARDING FEES.

It frequently occurs that superintendents of hostels, fearing that they will not be able to meet all hostel expenses, take in more boarders than the number for which the building was intended, very often boarders beyond the natural feeding zone. Consequently all conveniences disappear and discipline suffers. The most obvious way out of the difficulty would seem to be to raise the fees, rather than admit more boarders than the building can properly and conveniently house.

SCHOOL BUILDINGS AND GROUNDS.

It is a pleasure to be able to state that the school buildings are well cared for; they are repaired and painted regularly.

A new school building has been erected by the community at Comondale. The high school at Belfast and the intermediate school at Waterval Boven have been enlarged. The fine new school building at Morgenzon is nearing completion and will be formally opened in the near future, as the second school farm of this circuit.

At Pongola Settlement a suitable school building will have to be erected immediately, to provide for the children of the settlers who have already arrived there and those who are expected in the near future.

Almost all of the larger schools in the circuit can boast of a lovely school garden, which creates a pleasant environment for the children. The gardens at the small schools are limited to a few flower beds, as funds are lacking for the necessary labour. Both the outlay and the upkeep of a garden require funds, which small schools have not at their disposal.

LOCAL INTEREST AND INITIATIVE.

It is pleasing to note the active interest of local communities in educational matters. As mentioned above, the new school building at

Commondale was erected by the community, so also were the hostels at Sheepmoor and Machadodorp.

At all the schools big functions are organised regularly to raise funds for local extra educational facilities. The support of the public at such functions is praise-worthy and thousands of pounds are raised in this way.

EXTRA-MURAL ACTIVITIES.

At all the larger schools pupils take part very enthusiastically in all the different kinds of sport and inter-school competitions take place regularly. Both teachers and pupils are keenly interested in athletics.

In the different areas of the circuit the schools concerned organize their inter-school athletic sport meetings—primary schools as well as high schools.

It is noteworthy that the schools of the south-eastern area have allowed schools in Natal and Swaziland to affiliate, so that 9 primary schools are now represented at their annual athletic meetings.

Both primary and high schools organize competitive festivals regularly. As in the case of the athletic meetings, the interest of the smaller schools in these festivals is very slight. This is chiefly due to the fact that the number of pupils is small and that as a rule they have to go home immediately the school closes, so that there is no opportunity for proper coaching.

SCHOOL WORK.

It is with a sense of sincere appreciation that I can state that with very few exceptions, the great majority of our teaching personnel are conscientious workers and show a keen sense of duty and responsibility towards the pupils entrusted to their care.

The fact that more than a hundred teachers of the circuit attended the Vacation Course for teachers at Ermelo during the September holidays, testifies to their zeal and devotion to duty and the earnest desire to acquaint themselves with the best and most modern methods of teaching.

The teaching of the second language has become much more effective since teachers attended this course. On the whole teachers are realising more and more that the success of their teaching depends very largely on sound methods.

In most schools the subject "Art and Crafts" is limited to needle-work, drawing in pencil or crayons and the construction of models that often serve no useful purpose and consequently do not appeal to the pupils. If this subject does not arouse a desire in the minds of the pupils to create something beautiful or useful especially in their leisure hours, then it does not serve its purpose.

APPRECIATION.

In conclusion I should like to express my thanks and appreciation to all at Head Office for their kind consideration and helpfulness at all times, to the School Boards and their secretaries for willing and hearty co-operation. To the teachers of this circuit I have a special debt of gratitude for their loyal service in the interests of the future citizens entrusted to their care.

INSPECTION CIRCUIT O.—STANDERTON.

Inspector: P. J. CONRADIE.

STATISTICS.

TABLE I.—*Classification of Schools, Number of Pupils and Teachers, December, 1949.*

Grade of School.	No. of Schools.	No. of Pupils.	NUMBER OF TEACHERS.			No. of Pupils per Teacher.
			Male.	Female.	Total.	
1. High Schools.....	3	829	39	10	49	16·9
2. Primary Schools to Standard X.....	—	—	—	—	—	—
3. School Farms.....	—	—	—	—	—	—
4. Junior High Schools.....	—	—	—	—	—	—
5. Intermediate Schools.....	2	598	12	8	20	29·9
6. Primary Schools: A.....	3	1,677	20	33	53	31·6
7. Primary Schools: B.....	1	384	6	7	13	29·3
8. Primary Schools: C.....	1	270	—	9	9	30·0
9. Primary Schools: D.....	5	740	15	11	26	28·5
10. Primary Schools: E.....	6	435	12	5	17	25·6
11. Primary Schools: F.....	12	359	17	3	20	18·0
12. Indian and/or Coloured Schools.....	4	432	10	5	15	28·8
TOTAL FOR 1949.....	37	5,724	132	91	223	25·7
TOTAL FOR 1947.....	40	5,685	133	89	222	25·6

TABLE II.—*Schools and Conveyance Schemes, January, 1948 to December, 1949.*

Number of schools closed.....	3
Number of schools opened.....	0
Number of conveyance schemes—Dec., 1947..	21
Number of conveyance schemes—Dec., 1949..	21

TABLE III.—*Scope of Circuit Activity.*

Distance by Road from Headquarters—	No. of Schools.
0–24 miles.....	11
25–49 miles.....	15
50–99 miles.....	11
100+ miles.....	0

During the past two years three one-teacher schools, namely Palmford, Leeukuil and Middelbult, were closed as a result of the fall in the enrolment.

Of the four one-teacher schools now still in the circuit two are rapidly dwindling with an enrolment of less than 20 pupils.

Of the 37 schools falling under this circuit three are under the School Board of Heidelberg, namely Greylingstad, Leslie Primary and Leslie Indian and Coloured Schools.

INSPECTIONS.

All the schools in this circuit were inspected once or twice in accordance with instructions and the inspection work is up to date.

In other circuits colleagues were helped with the inspection of ten schools.

CONVEYANCE SCHEMES.

The number of conveyance schemes is the same as it was two years ago. It is felt, however, that some of the routes are too long and that, as a result of the severe winters in the High Veld, they affect the health of the pupils injuriously. On the whole the condition of the vehicles and of the roads is fairly good.

BUILDINGS AND GROUNDS.

On the whole the condition of the school buildings is good, and renovations have been satisfactorily carried out.

It must again be emphasized that there are certain services in this circuit which should be considered very urgent, especially in so far as new school buildings are concerned inter alia the Standerton High School, new schools at Meyerville, New Bethal, Halmdene, Platrand, Paardekop and Graskop.

A new Primary School Hostel at Standerton is just as urgently required.

Most of the school buildings are well cared for and generally speaking the teachers display great interest in the beautification of the school grounds and in the decoration of their classrooms. Where water is available for irrigation fine gardens, lawns and trees, etc. are found.

GENERAL STANDARD OF SCHOOLWORK.

The general progress at school can be described as highly satisfactory. In particular mention should be made of the neatness of the written work and the great improvement noticeable in the teaching of writing.

Instruction in language has reached a satisfactory standard. Special attention is still continually being paid to the teaching of the second official language. Speech training plays an important part in this.

The love of reading is being encouraged with every success and most schools are now making use of the Regional Library so as to obtain a greater variety of reading matter.

On the whole there is room for considerable improvement in Arithmetic. Serious attempts are, however, being made to bring the work to a satisfactory level. The teaching of the Cultural subjects is still receiving adequate attention. It is realized more and more that the main object in teaching these subjects is to arouse the necessary interest in the pupil. Religious instruction, singing and physical training are being faithfully taught.

It is a pleasure to be able to report that a large number of smaller schools are now endeavouring to obtain more educational equipment on the £ for £ system.

CONCLUSION.

In conclusion a word of appreciation to all the members of the teaching profession in this Circuit, who have worked with such diligence and devotion during the past two years.

Also a word of appreciation to the Chairman, members and Secretary of the Standerton School Board for their hearty co-operation.

Our sincere thanks also to all the colleagues that have assisted us from time to time in this circuit and to the Head Office Staff for their willing assistance and goodwill.

INSPECTION CIRCUIT P.—HEIDELBERG.

Inspector: J. C. PAUW.

TABLE I.—*Classification of Schools, Numbers of Pupils and Teachers in December, 1949.*

Grade of School (Europeans).	No. of Schools.	Pupils Enrolment.	STAFF NUMBER.			Pupils per Teacher.
			Men.	Women.	Total.	
High Schools: A.....	2	1,139	38	14	52	21·9
Intermediate Schools.....	2	654	15	8	23	28·4
P.A.....	3	1,955	19	37	56	34·9
P.B.....	2	714	10	10	20	35·7
P.C.....	4	1,112	17	17	34	32·7
P.D.....	4	789	15	12	27	29·2
P.E.....	5	355	12	3	15	23·7
P.F.....	4	153	4	3	7	21·9
Indian and Coloured—						
P.D.....	3	317	9	—	9	35·2
P.E.....	1	105	2	1	3	35·0
P.F.....	1	28	1	—	1	28·0
Totals for—						
1949.....	31	7,321	142	105	247	29·6
1947.....	32	6,371	136	88	224	28·4
1945.....	37	7,451	153	110	263	28·3
1943.....	38	6,799	151	95	246	27·2
1941.....	43	6,553	148	90	248	27·5
1939.....	49	5,436	139	75	214	25·8
Add—						
Private Schools.....	2	121	1	8	9	13·4
Subsidised Schools.....	2	233	—	8	8	29·1

NOTES.

1. The tabular form of previous biennial reports has been retained for purposes of comparison.

2. The table above shows that—

(a) the pupil per teacher quota has increased.

(b) there has been an increase of 950 in the enrolment at provincial schools during the period under review;

(c) the number of schools has dropped to 31. During the two years three smaller country schools in the Heidelberg area viz., Modderbult, Leeulaagte and Tamboekiesfontein, closed owing to decreased enrolment, while two new schools, one for Europeans, at Hallgate and one for Indians and Coloureds at Balfour were opened, also in the Heidelberg area.

3. The number of temporary teachers at the end of 1949 was 70 as against 51 for 1947. Hence about one third of the staff held temporary posts and 51 of the 70 were married men.

SCHOOLS.

Heidelberg.

Three more of the smaller country schools, viz. Tamboekiesfontein, Modderbult and Leeulaagte had to be closed. The numbers at all three of them had dwindled down to those of the one-teacher schools and the prospects of their continued existence had become very meagre. Only a few years ago, two of them were three-teacher schools. Transport schemes had to be instituted to get the pupils to accessible schools.

Signs of decreasing enrolment are also in evidence at other high-veld country schools such as Devon and Eendracht. It appears that the swing-over to farming operations on a larger scale has diminished the number of families that could subsist comfortably under former conditions and the trek to towns and city areas is continuing. A new four-teacher school for instance has had to be opened in the vicinity of Nigel which centres in a mining area. Incidentally this has solved very vexatious transport problems for the Nigel schools.

Expansion is proceeding apace at Grootvlei owing to the re-opening of the coal mine and the start that is being made with the construction of the branch railway to connect Grootvlei and Vereeniging. There was a rapid increase in the enrolment and classroom shortage followed. The old knap building at Tamboekiesfontein was re-erected here. No doubt this will fill the need for some time. However, as was indicated in the previous biennial report, a new central school with a provincial hostel must be envisaged. The Mining Company is prepared to assist by providing sufficient ground and by helping to ensure an adequate water supply.

At Heidelberg itself the enrolment at the Volksskool exceeds the maximum and sub-dividing the primary school will require consideration in the near future. As for the high school, it is not yet clear how enrolment is to be limited.

At Balfour a new Indian and Coloured school was established in the second half of 1949. At present it is still a one-teacher school in a hired building. The Indian and Coloured school at Heidelberg is badly placed and accommodation is inadequate. This has been repeatedly reported on.

Vereeniging.

No new schools were established, but in and around Vereeniging all the schools with very few exceptions are overcrowded. This is due to the rapid industrial expansion that is taking place. The need for more accommodation is acute. The population is growing with accelerated tempo and emergency measures will have to be taken to house the growing number of pupils. One of the first requirements is a separate school for post-primary education to relieve the pressure on the high school where additional detached classrooms have already had to be built. Additional classrooms have also had to be supplied at the E.M. and A.M. primary schools despite the fact that both already carried too many pupils. Establishment of new schools in the fast developing suburbs brings only temporary relief. Additional primary schools for the town itself are required.

Both the Indian and the Coloured schools are very badly placed and housed, but no concrete proposals for proper buildings can be considered before the question of permanent residential areas has been satisfactorily settled and the shift to these areas has been carried out.

New houses are being erected apace at Kookrus and Rothdene, residential areas between Meyerton and Vereeniging. At present all pupils are still housed in temporary classrooms made available at Kookrus where additions in quick succession have had to be provided. For a little while this provision will satisfy immediate needs. Rothdene must get its own school in the near future.

To a lesser extent conditions such as these obtain higher up along the Klip River in the direction of Voorwaarts School and in the neighbourhood of De Deur.

School accommodation problems overshadow all others in the Vereeniging area.

NEW BUILDINGS.

Three new Buildings were completed and occupied during the two years viz. a five classroom school of temporary-permanent type at Hallgate, a new four classroom school at Devon and a fine large hostel for girls at the Vereeniging High School, which has many pleasing features and replaces the very unsatisfactory hired premises previously in use. At Devon the very old and structurally unsound building declared unfit for use years ago could be vacated and the new building occupied on a very fine site. At both Devon and Vereeniging His Honour the Administrator and Mrs. Nicol honoured the schools and the communities with their visits to open the buildings formally.

Additional classrooms had to be erected at a number of my schools in and around Vereeniging and at Balfour to meet ever increasing accommodation needs.

Another new primary school building at Peacehaven in Vereeniging was to be completed at the end of this year. It is due for occupation at the beginning of 1950. A start was made with the erection of a large hostel for the future junior high school at Balfour. In April twin foundation stones were laid by the Director of Education, Mr. W. Orban, and Mr. C. J. v Heever, the local M. P. C. The school and the people of Balfour heartily welcomed Mr. and Mrs. Orban and greatly appreciated their visit.

OVERSEAS VISIT.

During 1948 I was privileged to be a member of the Transvaal Buying Commission sent to England and the Continent to purchase for the Roads and Education Departments requirements that had been unobtainable for some time through the ordinary channels. A wide variety of articles had to be looked for and found, some of these at the factories where they were made. Ready assistance was given by officials at South Africa House and by the Stores Department of the London County Council. My interest centred chiefly in getting supplies of books, mainly such standard and supplementary English readers, as could safely be purchased in large quantities for our schools.

The difficulties encountered and the line of action that I had to take on my own initiative and with the approval of the Commission were fully set out in the report submitted on my return.

I also found it possible to visit a number of educational institutions in England and a few in Wales to become acquainted with some of their school problems. Contacts made with school authorities and principals were stimulating and valuable. Common ground for discussion was easily found despite differences of school organisation.

An account of my visits and the impressions received was sent to the Director.

INSPECTIONS.

During the two years, the regular inspection programme was upset through my absence from the circuit for several periods: For four months in 1948 as a member of the Buying Commission to England and twice at the beginning and end of 1949 on sick and vacation leave. Another full month was taken up by the triennial visits to the four Teachers' Colleges. As many schools as could be inspected in the time remaining over were visited, but the lag in inspection work was considerable at the end of 1949. For the greater part of the time that I was away, my colleague Dr. Hudson from Boksburg was responsible for the work in my circuit and also managed to inspect some of the schools. Earlier in the year others of my colleagues assisted me with the inspections of the two high schools at Heidelberg and Vereeniging. To all of them my grateful thanks are due.

WORK IN THE SCHOOLS.

A. The Primary School.

This aspect in a biennial report is certainly the most important one. Generally speaking classroom teaching has been done well and conscientiously, even if in most cases it has followed too conventional lines. Teachers are inclined to hug their shackles. However there are encouraging signs of increasing professional initiative and most teachers deserve credit for thorough preparation of work and sympathetic interest in the progress of their pupils.

When inspecting the work of a primary school, one inevitably leaves with the impression of an overloaded curriculum. Indications are plentiful when turning over the pages of the pupils' exercise books, which also reflect the methods of teaching. In far too many cases one is forced to the conclusions that teachers teach too much and pupils respond too little: the learning process is far too passive.

The hoped for improvement as a result of a well thought out and balanced school scheme of work reflecting the professional guidance of a principal, assisted where necessary by staff members, is slow in coming. This refers more particularly to the acquisition of the basic skills in handwriting, discursive writing in both languages, reading of various types and number work.

Principals and teachers have been urged to experiment in using more objective means of measuring results: in the more mechanical number work; oral, context and comprehensive reading, handwriting skill and com-

position; to record these results graphically and read the attainments for the class and the individual pupil in terms of a predetermined norm for the particular standard. If specific objectives are vague or absent, teaching must become haphazard. Some principals have tackled this for one or more subjects and even the application of improvised scales has resulted in changed teaching methods to gain the results aimed at. Such a change from the conventional has in itself been a gain.

After these general remarks a few words about each of the subjects would not come amiss.

Group I.—Bible History.

This subject is conscientiously taught in all schools and pupils' interest in the bible story does not flag. Generally however the teachers "tell" and the pupils "listen". In some cases pupil activity is stimulated by having them do some kind of written or illustrative work in exercise books used for this purpose.

Group II.—Afrikaans, English, Arithmetic and Handwriting.

In dealing with languages one must hold count with their varied subdivisions as given in the suggested syllabus, inter alia, oral and "silent" reading (pity that the word "silent" was ever invented), recitation, language work (one time "grammar"), controlled and free conversation, essay (another misnomer), in all standards. And it is not unusual to find one period per week assigned to each one of these on the weekly time-table which makes a minimum of 20 per week. Objectives are scattered!

As far as the home language is concerned, fair to good progress is made; in the second language hard work is certainly being done, but it remains an uphill task on the basis outlined above. Schools have been urged to stimulate much home reading, varying the types of reading lessons, do intensive oral corrective drills on the main defects found in the written work and to let the pupils do much discursive, or descriptive or narrative writing.

Number work is still considered the main lesson of the day and good work is done on established lines, though more emphasis is being laid on oral work, which is all to the good. However the "five-sums-per-day" stroke is still the fashion, though some daring rebels have broken away from this and have distinguished between the neat setting-out of the arithmetical process and the speedy computation of answers. I think the gospel is spreading slowly.

Handwriting as a mechanical tool necessary for all written work as distinct from Handwriting (calligraphy) had gained much ground, mainly as a result of the use of the standardised measurements. There has been some back-sliding because speed became a too early objective, but generally speaking there has been a marked improvement in most schools.

Group III.—History, Geography, Nature Study, and Hygiene.

These are commonly called the "content" or "cultural" subjects. the suggested syllabuses issued by the Department give good guidance over a wide field and excellent suggestions as to method. No handbooks are used and for the facts to be digested the pupils remain totally dependent upon the teacher's presentation. Very fine work in pupil-activity by way of illustrations, maps and charts can be recorded at some schools, some of which, however, again suggest as much teacher- as pupil-

activity. The time factor is partly responsible for this and also for the fact that not much ground is covered in a year's time. Teachers are anxious that the pupils' book should show work nicely done.

Group IV.—Music, Crafts and Physical Education.

Music.—At some of the larger schools, where classes for music can be combined and taken in a hall or large classroom, where one teacher is at the piano and the other teaches and conducts, splendid results are attained in choral work. At a few schools children are given the opportunity to listen intelligently to good music through the use of gramophone records. I have not come across attempts to teach children to read music. Glancing through the "suggested syllabus", it appears to me to be too ambitious in the time that can be made available. Few teachers are musically enough inclined or trained to do what is suggested.

Art and Crafts.—The successful teaching of Art and Crafts has been hampered by a chronic shortage of materials. At a goodly number of schools praiseworthy efforts have been made to have the pupils provide their own materials; this applies specially to needlework. The supervisor, Miss Louw, has given sympathetic guidance and her visits to schools have been welcomed. A good deal of art work has been correlated with pupil-activity in the subjects named in Group III above.

Physical Education.—With regard to Physical Education, we are still a long way from the ideals and standards aimed at. The best feature is the participation in outdoor seasonal games and athletics. These are, however, classified as extra-mural work. It is painful to see a group of youngsters and the teacher having to go through a set of formal drill exercises on a hot summer day, with none of them in athletic dress and no showerbath facilities available for a quick shower, a rub down and a change of clothing. The defects and dangers are so obvious that they require no further comment.

Group V.

Yes, there is a group 5 and usually our inspection reports make mention of some of them. A few are mentioned: School library, Savings Bank, School Garden, School Feeding, Radio talks, etc.

All these have to receive attention during a schoolday. Well meaning organisations who start any new programme with good intent are inclined to focus attention first of all on the schools as an established organisation which can best further their interests. A laudable enterprise such as the promotion of thrift in schools, for which competitions are organised and Cups are awarded has come to take up an inordinate proportion of the limited teaching time in many schools.

It is pleasing to report that every school is building up a school library of its own, supplemented in some cases by the Provincial Traveling Library—more reading is done than heretofore and this is a distinct gain. What the schools find difficult to get is well graded English reading material of the story-telling type for the junior classes, Grade 2 to say Standard IV, and it might be a good plan to compile such a graded list for the guidance of schools.

B. The Secondary School.

There are two high schools and two intermediate schools in this circuit. Much of what has been said with regard to method on the primary

level is equally applicable to the secondary schools. Judging by examination results and observations made at the triennial inspection visits, the teaching is uniformly good if formal and the pace a fairly fast one as it needs must be at most academic high schools. The term "academic" is not really an exact one, as at both schools a large proportion of the pupils are not academically minded and leave school as soon as they turn sixteen or are able to find a job after reaching that age or have passed standard 8. For these pupils not enough provision is made by way of adapting instruction to their immediate needs when they leave school for good.

At the Intermediate Schools the choice of subjects is rather limited as a result of smaller numbers, but hard solid work at both can be recorded. One remark must be added. It is a strange anomaly that for many of these less gifted pupils, usually not too good in the expressive written use of either official language, the choice of Shorthand and Typewriting as subjects is such a popular one. It would appear that to pupils some knowledge of these highly mechanical skills is to solve all post-school problems.

BOOKS AND MATERIALS.

To some extent the position has improved generally though some schools still lack an adequate supply of school books. Chiefly this applies to supplementary readers in both languages; an adequate supply for each standard should be ensured. Attempts have been made to reduce the shortage and encourage context reading as the basis for oral and written reproduction. School materials were more readily obtainable except such as were needed for Art and Crafts: many items asked for could not be supplied. Obviously school work is hampered by a shortage of the necessary educational equipment. Allowances do not yet keep pace with the increased cost of books and materials. In the smaller schools especially a still more economical use of even increased allowances will have to be made.

SCHOOL HEALTH.

Reports of such medical inspections as could be undertaken were not unfavourable and in some cases encouraging. They carry indications that more attention is being given by parents to having health defects of their children attended to. A distinct gain to the circuit has been the appointment of a school nurse, sister Louw, with headquarters at Heidelberg. Her routine visits to schools at more regular intervals than was possible in the past will be welcomed by all principals and will be conducive to more healthy care of children at many homes.

Feeding is provided at all primary and intermediate schools. Arrangements vary considerably as do the kinds of food provided. The factors that influence this need no mention here. Children are not interested in nutritive values: they simply like or dislike what they get, and some waste does result. Principals and members of their staffs go to much trouble to procure corrective and satisfying foods, and to arrange for the daily distribution. Much additional administrative work has to be undertaken by heads of schools who have to remain finally responsible for the keeping of proper financial records. While many principals are prepared

to testify that the health of numbers of pupils is benefited, some doubts remain in the minds of others about the educational values involved.

TRANSPORT.

The numbers of buses etc. in this circuit were as follows at the end of 1949:—

	Buses.	Miles Travelled.	No. of Pupils.
To Schools in Vereeniging area.....	9	292	532
To Schools in Heidelberg area.....	17	635	749
TOTALS.....	26	927	1,281

School buses serve their useful purpose in getting children to school. On the whole they are functioning as well as can be expected under existing circumstances. The drawbacks in the system are obvious and need not be repeated here. The arrangement is bad in cases where a bus has to do double trips over the same route: At some schools this could not be avoided in spite of the efforts of the local School Boards.

TEACHER SCARCITY.

The most disquieting feature during the period under review was the dearth of women teachers qualified for appointment to permanent posts in the school. Many vacant posts were advertised repeatedly without result. A large number of married women have had to be recruited to fill the vacancies. Generally they are experienced ex-teachers and are doing good work. Nevertheless the supply of these substitutes is not inexhaustible and the lag is becoming greater with the lapse of time. At outlying schools the position is at times very critical, while even in the towns, such substitutes are not always easily found.

SCHOOL BOARDS.

There has been hearty and pleasant co-operation with the School Boards of Heidelberg and Vereeniging. Both of them, especially the Vereeniging Board, had to cope with difficulties of inadequate accommodation and both of them with continuous deviations of bus routes to get all children of school-going age to school. Members and officials have spared no trouble to make the necessary provision and some sort of a plan could up to now with the concurrence of Head Office be concocted to solve the worst difficulties.

CONCLUSION.

I sincerely regret that on two occasions when His Honour the Administrator officially visited my circuit in 1949, I was prevented by illness from attending on the days when he came to open, first the new hostel at Vereeniging High School and later on the new school at Devon.

My sincere thanks are due to the two School Board Secretaries at Heidelberg and Vereeniging and to all officers of the Department at Head Office who have at all times very readily given me such assistance as I asked for.

INSPECTION CIRCUIT Q.—WITWATERSRAND WEST.

Inspectors: W. T. HURTER, J. KRIEL AND J. A. HILARIUS.

Since the previous two-yearly report no changes were made to the boundaries of the circuit, yet the numbers have steadily risen.

The rapid development of Vanderbijlpark and the steadily increasing population of the newer mines of the Far West mining groups in particular contributed to this state of affairs.

Besides numerous additions new school buildings were completed at—

- (a) Delarey;
- (b) Vanderbijlpark (2);
- (c) Venterspost;
- (d) Kocksoord; and
- (e) Florida A.M.

A new boys' hostel has also been erected at the Monument High School.

New schools are in the process of construction at Fochville and Carletonville as well as at Noordgesig Coloured and Kliptown Coloured.

The hostel at Krugersdorp High School will shortly be ready for occupation.

To bring further relief to the accommodation problem eight schools have been provided with temporary classrooms.

The most urgent outstanding works are as follows:—

(a) *New Buildings.*

Bekker School Farm Hostel.
 Carletonville.
 Lawley.
 Monument Town School.
 Monument High School Girls' Hostel.
 Princess.
 Albertville Coloured.
 Randfontein High School.
 Kliptown Coloured.
 Mid-Ennerdale Coloured.
 Protea Coloured.
 Roodepoort Coloured (at Davidsonville).

(b) *Additions.*

Bekker School Farm.
 Discovery.
 Florida High School.
 Florida E.M.
 Grasmere.
 Krugersdorp-Oos.
 Northcliff.
 Krugersdorp Coloured.
 Newclare Coloured.
 Sophiatown Coloured.

From the following table it transpires that there has been an increase of four schools, 122 teachers and 4,225 pupils in the period under review.

Type of School.	No. of Schools.	No. of Teachers.	No. of Pupils.
High Schools.....	4	76	1,572
Junior High Schools.....	2	37	766
Intermediate.....	1	25	737
Class P.A.....	25	389	12,799
Class P.B.....	3	39	1,304
Class P.C.....	9	99	3,182
Class P.D.....	25	133	4,015
Class P.E.....	10	32	893
Class P.F.....	7	15	303
TOTAL 1949.....	86	845	25,571
TOTAL 1947.....	82	723	21,356
Increase.....	4	122	4,225

There is therefore an average of 30·26 pupils per teacher.

INSPECTIONS AND OTHER ACTIVITIES.

As far as was possible we endeavoured to inspect those schools due for inspection. The extent of the circuit—from Sophiatown to Ventersdorp—and additional duties, however, prevented us from completing our programme.

An innovation which has proved particularly popular, was the series of concerts given by the Johannesburg Municipal Orchestra at various places in the circuit. The cultural value of these concerts is invaluable and we trust that these performances will be continued in the future.

Generally speaking, the standard of work in our schools is satisfactory but the shortage of teachers often means using temporary help so that it sometimes happens that a class has no less than four different teachers in the course of the year.

We appreciate what these temporary people have done for us but it is to be understood that a permanent teacher can accomplish far more than one who only has the class for a term.

An important event that has had and will still have important repercussions, is the Language Ordinance of 1949. Especially the clause granting the right to parents to ask for change of medium under changed circumstances, has resulted in much extra work.

A disquieting factor which is having an increasingly deleterious effect on the proper organisation and execution of a school's duties is the increasing number of thefts—sometimes accompanied by arson.

Crockery, curtains, needlework and art and crafts material, sewing and typing machines appear to be the favourite booty of these criminals but even tables and doors of outside buildings are removed in some areas.

In conclusion we wish to record here our sincere sympathy on the sudden death of our Director of Education, Mr. Orban. We had hoped that under his capable leadership and with his sympathetic co-operation we would have been able to advance the cause of education for several years yet and we deeply regret his sudden passing.

In addition we wish to extend our heartfelt thanks to all colleagues and officials with whom we had to work and from whom we received nothing but courtesy and willingness to help.

We trust that this fine mutual relationship will also be maintained in the future.

CHAPTER IV.

REPORTS OF PRINCIPALS OF NORMAL COLLEGES.

TEACHERS' COLLEGE, HEIDELBERG.

Principal: MR. A. M. MULLER.

1. *Staff*.—During the period under review the following permanent appointments were made:—

- (a) Mr. P. H. Leuschner, for Art, from 18th January, 1949.
- (b) Mr. H. J. de Jager, for Afrikaans, from 18th January, 1949.
- (c) Dr. J. J. Pieterse, for Psychology, from 3rd August, 1948.
- (d) Mr. G. Zonneveld, for Manual Training, from 20th January, 1948.
- (e) Mr. R. F. Weaver, for English, from 3rd August, 1948.
- (f) Dr. J. T. Green, for English, from 2nd August, 1948.
- (g) Miss S. du Preez, for Physical Education, from 1st January, 1948.

Temporary posts were held by:—

- (a) Mrs. E. Terry, English.
- (b) Mrs. J. M. Weaver, Librarian.
- (c) Mr. A. S. du Plessis, Librarian.
- (d) Mr. J. Alberts, English.
- (e) Mrs. E. L. Herbst, Science.
- (f) Mrs. C. G. Kemp, Needlework.
- (g) Mr. W. J. H. Roos, Afrikaans.
- (h) Mrs. M. Hamman, Art.
- (i) Mr. R. F. Weaver, English.
- (j) Dr. J. T. Green, English.
- (k) Mrs. B. van Biljon, Music—Singing.

The Principal (Mr. A. M. Muller) and the Vice-Principal Mr. A. S. du Plessis respectively retired on 31st January, 1949, and 5th November, 1948.

2. *Professional Work*.—(a) Changes in staff were once again mainly responsible for interruptions in the work.

(b) The library has so far been unable to take its rightful place as department, owing to the fact that it has not been possible yet to fill the post of Librarian. The salary attached to the post should be reconsidered, in order to draw the right staff.

3. *Practice Teaching*.—During the second term of 1948 which consisted of 86 days for which board was payable, an average amount of £5. 10s. per student was paid for 21 days' board during practice teaching. That left £9. 10s. per student for the remaining 39 days for which board was payable.

The same expense occurred proportionately during the second period of practice teaching which was organised from the 31st August till 10th September, 1948, inclusive and also during the one practice teaching period in 1949 which was organised from 3rd May till 19th May, inclusive.

The expense in connection with practice teaching board as set out above, placed the hostel finances in a critical position, even more so when it is borne in mind that there was no economising in respect of salaries and wages and staff housekeeping during practice teaching periods.

The question has repeatedly arisen as to whether board during practice teaching should not be subsidised, if not wholly, at least partially, to bring relief to hostel finances.

From 1st January, 1949, boarding fees were increased from £60 per year to £63 per year, but even this did not bring relief.

4. *Grounds.*—Representations have been made to the Department for the purpose of having the grounds surrounding the college and hostel buildings macadamised.

5. (a) *Courses.*—The courses offered and the number of students enrolled for each course, were as follows:—

	1948.			1949.		
	Men.	Women.	Total.	Men.	Women.	Total.
Third year combined three year Diploma.....	4	2	6	3	—	3
Second year combined three year Diploma.....	3	—	3	3	—	3
First year combined three year Diploma.....	3	—	3	1	—	1
Second year Lower Diploma.....	11	38	49	24	56	80
First year Lower Diploma.....	26	58	84	22	62	84
Special one year course in Physical Education..	13	—	13	5	1	6
Special one year course in Junior Work.....	—	9	9	—	—	—
TOTAL.....	60	107	167	58	119	177

(b) *Statistics.*

Completion of Courses.

	1948.			1949.		
	Women.	Men.	Total.	Women.	Men.	Total.
Three Year Combined Diploma.....	2	4	6	—	3	3
Lower Diploma.....	38	11	49	56	24	80
One Year Special Course in Physical Education..	—	13	13	1	5	6
One Year Special Course in Junior Work.....	9	—	9	—	—	—
TOTAL.....	49	28	77	57	32	89

JOHANNESBURG TEACHERS' COLLEGE.

Principal: PROFESSOR T. WILLIAMS.

1. *Enrolment.*—The number of admissions during the two years continues to cause grave concern and although 122 students were enrolled in 1948 as compared with 192 in 1947, the figure dropped to 79 in 1949, which is the lowest for many years.

Although we continue to lose a few students during their first and second years at University and College, this is usually balanced by admissions of university students during their second and third years after they have started studying for degrees without any definite ideas of future careers. A feature of 1948 was the increase of one year post-graduate students; fourteen were admitted.

The special intensive course of training approved by the Department for ex-servicemen and women continued to operate under the same conditions as heretofore, but by now the majority have completed their academic and professional training and are serving the Department as teachers.

The attached tables give full particulars of admissions, enrolments in the different courses, and leaving students during 1948 and 1949.

1. ADMISSIONS, 1948.

	Men.	Women.	Total.
First Year of Combined Course.....	35 (3)	35	70
Second Year of Combined Course.....	4 (3)	5	9
Third Year of Combined Course.....	4 (2)	5 (1)	9
One Year Special Course.....	1	—	1
First Year of Professional Course.....	1	18	19
One Year Post-Graduate Course.....	10 (4)	4	14
TOTAL.....	55 (12)	67 (1)	122

Number in brackets denote ex-volunteer students.

2. LEAVING GROUP, JUNE, 1948. (All Ex-Volunteer Students.)

	Men.	Women.	Total.
Four Year Combined Course.....	12	1	13
One Year Post-graduate Course.....	4	—	4
TOTAL.....	16	1	17

3. LEAVING GROUP, NOVEMBER, 1948.

	Men.	Women.	Total.
Four Year Combined Course.....	6 (2)	4	10
One Year Post-graduate Course.....	7 (1)	14	21
Three Year Combined Course.....	3 (3)	1	4
Three Year Professional Course.....	—	19	19
Lower Diploma Course.....	—	5	5
One Year Special Course.....	1	—	1
TOTAL.....	17 (6)	43	60

Numbers in brackets denote ex-volunteer students.

Enrolment of Full-time Students, 1948

	LOWER DIPLOMA.			DIPLOMA PROFES- SIONAL (3 years).			DIPLOMA COMBINED (3 years).			DIPLOMA (4 years).			TOTAL.		
	M.	W.	Tot.	M.	W.	Tot.	M.	W.	Tot.	M.	W.	Tot.	M.	W.	Tot.
First Year.....	—	—	—	1	20	21	—	1	1	35	35	70	36	56	92
Second Year.....	—	—	—	—	21	21	—	6	6	22	26	48	22	53	75
Third Year.....	—	—	—	—	—	—	—	4	4	36	24	60	36	28	64
Junior Work.....	—	—	—	—	17	17	—	—	—	—	—	—	—	17	17
Physical Education.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Art and Crafts.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Fourth Year.....	—	—	—	—	—	—	—	—	—	18	15	33	18	15	33
One Year Post-graduate.....	—	—	—	—	—	—	—	—	—	—	—	—	10	4	14
Repeaters.....	—	—	—	—	1	1	—	1	1	10	4	14	10	6	16
Postponements.....	—	—	—	—	—	—	—	—	—	—	—	—	11	3	14
One Year Special.....	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
TOTAL.....	—	—	—	1	59	60	—	12	12	121	104	225	144	182	326

Resident Students..... 116

Day Students..... 210

TOTAL..... 326

1. ADMISSIONS, 1949.

	Men.	Women.	Total.
First Year of Combined Course.....	20 (1)	30	50
Second Year of Combined Service.....	2 (1)	3	5
Third Year of Combined Service.....	—	1	1
First Year of Professional Course.....	—	16	16
One Year Special Course.....	2	—	2
One Year Post-graduate Course.....	3	2	5
TOTAL.....	27 (2)	52	79

Numbers in brackets denote ex-volunteer students.

2. LEAVING GROUP, JUNE, 1949. (*All Ex-Volunteer Students.*)

	Men.	Women.	Total.
Four Year Combined Course.....	20	1	21
TOTAL.....	20	1	21

3. LEAVING GROUP, NOVEMBER, 1949.

	Men.	Women.	Total.
Four Year Combined Course.....	10 (2)	16	26
One Year Post-graduate Course.....	3	2	5
Three Year Combined Course.....	—	6	6
Three Year Professional Course.....	—	16	16
Lower Diploma Course.....	—	2	2
One Year Special Course.....	2	—	2
TOTAL.....	15 (2)	42	57

Numbers in brackets denote ex-volunteer students.

Enrolment of Full-time Students, 1949.

	LOWER DIPLOMA.			DIPLOMA PROFES- SIONAL (3 years).			DIPLOMA COMBINED (3 years).			DIPLOMA (4 years).			TOTAL.		
	M.	W.	Tot.	M.	W.	Tot.	M.	W.	Tot.	M.	W.	Tot.	M.	W.	Tot.
First Year.....	—	2	2	—	15	15	—	3	3	20	24	44	20	44	64
Second Year.....	—	—	—	1	20	21	—	1	1	23	26	49	24	47	71
Third Year.....	—	—	—	—	—	—	—	—	—	20	18	38	20	18	38
Junior Work.....	—	—	—	—	11	11	—	4	4	—	—	—	—	15	15
Physical Education.....	—	—	—	—	4	4	—	1	1	—	—	—	—	5	5
Arts and Crafts.....	—	—	—	—	2	2	—	—	—	—	—	—	—	2	2
Fourth Year.....	—	—	—	—	—	—	—	—	—	30	18	48	30	18	48
One Year Post-graduate.....	—	—	—	—	—	—	—	—	—	—	—	—	3	2	5
Repeaters.....	—	—	—	—	7	7	—	5	5	8	6	14	8	18	26
Postponements.....	—	—	—	—	—	—	—	—	—	—	—	—	4	6	10
One Year Special.....	—	—	—	—	—	—	—	—	—	—	—	—	2	—	2
TOTAL.....	—	2	2	1	59	60	—	14	14	101	92	193	111	175	286

Resident Students..... 112

Day Students..... 174

TOTAL..... 286

With a view to improving enrolment, circular letters were sent to the parents of every boy and girl writing matriculation or T.S.S.C. examinations through the English medium and to every student writing his final B.A. at the Witwatersrand University, stating the claims of the teaching profession. In addition, most of the Government and private high schools on the Central Rand were visited by the Principal of the College. Visits were also made to other high schools along the Reef. It is hoped that this recruiting campaign will have substantial results in the years to follow.

2. *Courses.*—The majority of students still favour the four year University-cum-College course, but an increasing number of young women is being enrolled for the three year professional course, due to

financial considerations in many cases. There has been an increase in the demand for the one year post-graduate training; some of these students are Afrikaans-speaking persons from Pretoria and Potchefstroom universities. Not many of the third year professionally trained students elect to specialise in practical subjects, the majority preferring junior method. Only a small number leave at the end of the second year with the Lower Diploma.

We are more than satisfied that the special concessions made in the course for ex-service students have been fully justified and that the Department has gained many useful and keen teachers with a valuable background.

As was to be expected with several new members of the staff and others returning from study leave and leave overseas, courses and subject syllabuses have been under review. Some immediate improvements have been made and suggestions for new courses are under consideration.

3. *Staffing.*—1948 was one of the most difficult years in the history of the College, largely owing to many changes of staff. The year began with a new Vice-Principal and five new lecturers; a further lecturer was appointed in August. One of the new appointees left on promotion at the end of the year. Two lecturers, who had been on leave, returned during the year.

Of the staff in 1940, only two remain: the music and manual training specialists. Of the staff at the end of 1944, these two and the needlework and art specialists are still here. Some of the posts have changed hands many times. There have, for example, been three temporary and two permanent lecturers in history since a vacancy occurred in June, 1946 and now a further appointment must be made for 1950. Apart from three retirements on pension during this period, it is noteworthy that all lecturers, with one exception, who left us have done so on promotion.

In January, 1948, the secretary left us to get married. The typist had already left for higher pay and the caretaker had to leave because the allowance for this position had been taken away. A substitute was provided by using money which should have been used for a bookkeeper and the secretary had to undertake the keeping of the accounts. The new caretaker had to go to hospital for nearly two months. The Lady Dean of the women's residence was on leave for the first semester and we have had changes of matrons.

During 1949, the staffing position was, fortunately much more stable but again owing to marriage we lost the librarian at the end of June and her place was not filled till October.

Miss Scott (Physical Education) went on leave in July to attend the Lingiad; Mr. O'Meara spent his leave at Tavistock Clinic and the UNESCO seminar on Teacher Training and Miss de Ruiter, while on leave, studied problems of bilingualism in various countries as well as visiting Pestalozzidorf in Switzerland. Temporary appointments had to be made for all three posts.

At last it has been possible to organise the administrative work satisfactorily. The Department authorised the appointment of a caretaker-groundsman who assumed duty on October 17th. The former typist-clerk was appointed secretary-treasurer of the residences and her place

was filled by an additional appointment. The College is fortunate in now having a very capable office staff and it has been possible to devote more time to considering in what ways the work in all directions could be more effective.

The Principal, Professor T. Williams, retires from the Transvaal Education Department at the end of 1949 to take up the post of Director of European Education in Northern Rhodesia. During 1948, Professor Williams had been asked by the Northern Rhodesia Government to be chairman of a committee of investigation into its educational system, and this work had been undertaken with the approval of the Director of the Transvaal Education Department. Subsequently Professor Williams wrote a very full report which was adopted by the Northern Rhodesia Government.

As in the past the Principal and staff have continued to take a prominent part in the educational field by serving on Departmental committees; by setting, moderating and marking public examinations; by taking an active part in the affairs of teachers' associations; and so on.

In spite of many difficulties, especially staffing ones, the progress and quality of the training have been sound and constructive. The staff has been enthusiastic and keen and there has been the usual close co-operation and camaraderie.

Honours Day exhibitions have been as good as ever and indicative of the quality and scope of the work in many directions.

4. *Buildings and Grounds.*—Thanks to a free supply of soil and other debris from the site of the Johannesburg Railway Station it has been possible to extend our playing fields considerably. A great deal of labour has been required to spread the soil, build a retaining wall and do other work in this connection. For this purpose and also to provide a road in the grounds to facilitate the work on new buildings a sum of £4,000 was granted by the Province, mainly for convict labour. The work has required a fair amount of time for planning and supervising on account of a high bank at the north side and the possible danger of washaways, etc.

The architect has been busy with the plans for the new men's residence, the extensions to the women's residence and the changes and additions to the tutorial block for which £190,000 has been provided in the estimates. Frequent consultations were necessary with the architect and the Department. Members of the staff have also had full opportunity to state the needs of their various departments.

The present accommodation for both tutorials and residences becomes increasingly inadequate and unsatisfactory and the need for an early provision of all buildings is indeed urgent.

During 1948, the women's residence was painted inside and out.

The years under review are notable in that they have seen a real, if small, commencement in the long needed extensions and improvements to this College.

5. *Activities.*—(a) *Dramatic Work.*—Although this important aid to language teaching has suffered a little as a result of the many staff changes some success was achieved, particularly with one-act Afrikaans plays and latterly a record number of students had some share in a very successful three day Play Festival.

(b) *Magazine.*—After a lapse of war and post-war years, when only a couple of duplicate productions were possible, we have been able to resume annual printing of the College Magazine, “En Avant”.

(c) *Holiday Camps.*—Very successful camps, twice a year, have been organised and conducted by Dr. Plekker.

(d) *Educational Visits.*—These have become a regular feature and carefully organised and conducted visits have been made to a large variety of factories, institutions, clinics, art exhibitions, museums, gold mines, industries, a school farm and other places of interest and educational value.

(e) *Refresher Courses.*—Courses for acting-teachers were organised and conducted in Activity Methods, Remedial Teaching of Backward Readers, Religious Instruction and Art and Crafts. These courses were held variously during the vacations, in the late afternoons and evenings and on Saturday mornings. The evenings were not suitable, however, for the many women who showed such interest in our courses, and the attendance at the Religious Education classes suffered accordingly. Otherwise the courses were well attended and generally successful, though a few applicants had to be turned away on account of the lack of accommodation. In this connection the College is indebted to the New Education Fellowship for its co-operation and to some Principals of schools and their assistants, who lent classes for demonstration purposes.

(f) *Music.*—Miss Boxall has again contributed to the success of various musical occasions and good progress has been made with the local children's orchestra.

(g) *Games, Sports, etc.*—The annual netball tournament continues to be an important event of considerable value to students. Games and athletics are well supported by resident students and in view of our relatively small numbers we are well satisfied with our showings against sister colleges. Again it seems that day students should take a more prominent part in this side of teacher training, but allowances must be made for many who have to travel considerable distances and for a few of the men who are no longer youthful. Apart from these considerations, sports and other extra-mural activities will get a sure impetus when the new residences enable more students to be housed on the spot.

6. *Regional Committee.*—Only two meetings were possible during 1948, owing partly to the ill-health of the Director, Mr. Orban. The usual number of meetings took place during 1949 and there were frequent meetings of sub-committees to consider appointments, buildings, etc. All aspects of college life were fully discussed and the retiring Principal records his sincere appreciation and thanks to members of the Regional Committees for their help, guidance and general support during the last fourteen years.

TEACHERS' COLLEGE, POTCHEFSTROOM.

Principal: PROF. P. J. VAN DER MERWE.

A. REGIONAL COMMITTEE.

The Director of Education (Chairman).

Col. I. Meyer (Vice-Chairman).

Mr. N. du Plessis.

Prof. F. Postma.

Prof. J. C. Coetzee.

Mr. P. J. Theron.

Mr. W. de K. Kruger.

Mr. W. J. de Wet.

Mr. J. W. Daneel.

Prof. P. J. van der Merwe (Secretary).

We regret to have to report the death, in fairly quick succession, of two members of the Regional Committee, Mr. S. R. Ackermann and Mr. N. du Plessis, both Inspectors of Education.

B. STAFF.

1. *Appointments.*(a) *Permanent.*

Miss M. E. van Rensburg, Junior Work lecturer.

Miss J. Retief, Physical Education lecturer.

Miss E. C. Lotz, Domestic Science lecturer.

Mr. G. M. Ehlers, English lecturer.

(b) *Temporary.*

Mr. J. W. Daneel, Acting Principal owing to Prof. Van der Merwe's absence on long leave during the first term.

Miss M. Inglis, *vice* Mr. Daneel during the principal's absence.

Miss H. Snyman, Physical Education lecturer.

2. *Resignations.*

To the following staff members, who resigned or left us at the end of 1949, we wish to express our cordial thanks for services conscientiously and enthusiastically rendered:—

Miss H. Snyman, Miss S. W. R. du Toit, librarian, and Mr. M. M. van der Bent, lecturer in the Department of Music.

3. *Academic Distinctions.*

Doctorates were awarded by the University of South Africa to Mr. E. A. Venter (Ph.D.) and Mr. W. Louw (D.Sc.).

C. POLICY AND COURSES.

An attempt has been made to co-ordinate the work done in the various departments and the various activities of students to an even greater extent than in the past, in accordance with the "five point policy" laid down some years ago. An outstanding example of such co-ordination is the production of Gilbert and Sullivan's "The Gondoliers", which required the collaboration of students and lecturers of a number of departments.

We are convinced that only in this way, by continual and purposeful integration of the work and activities of students inside and outside the lecture room, is it possible to supply our Primary and High Schools with the teachers they require, men and women who can give guidance, who have many interests, who will be useful in a number of ways, and who can instruct and educate.

The retention of courses identical with or similar to the Degree cum Diploma and, particularly, the Three Year Diploma Course is, we believe, under prevailing conditions, fully justified. The Three Year Course offers the highly commendable special options, to which Music will be added in 1950.

D. GENERAL.

1. A course in librarianship was attended by 37 acting teachers during the October holidays.

The library now contains about 10,000 books, for which accommodation has become precariously limited.

During 1949, 11,401 books were borrowed by students and 564 by lecturers.

2. The production of "The Gondoliers" for which costumes and décor were made by students and lecturers, was an unqualified success.

3. The annual Jagger Bequest Speech Competition took place in September. We quote the words of one of the adjudicators: "The speeches were of an uniformly excellent standard."

4. During the year a number of students started compiling an account of the traditions and student activities of this College. These "Chronicles" will be published in 1950 and should serve a useful purpose in the program of initiation ceremonies, to which the 1948 report refers.

5. In sports the achievements of the team of athletes and of the first Rugby XV deserve special mention. The Athletes and the Rugby players gained the distinction of coming first in the Inter-College competitions. In addition, the Rugby team gained major Western Transvaal trophies, the Nesor and the Blaine cups.

6. A new students' hall envisaged in 1948, has now been completed. The sum required for this building, £2,500, has been found, thanks largely to students' contributions.

7. The new Ladies Hostel, called Barnard-huis, in honour of Mr. W. Barnard, ex-M.E.C., is nearing completion and has already been occupied.

8. The work and general activities of the College were concluded by the formal opening of Barnard-huis and the Students' hall and by the formal promotion function, on which occasion Mr. de Klerk, M.E.C. distributed certificates in lieu of the Director of Education, who could not attend the function owing to indisposition.

E. REQUIREMENTS.

A new hostel for men to replace the unsightly galvanised iron building at present housing 70 students is urgently needed.

At the swimming-bath, changing rooms and other amenities are required.

STATISTICS.

TABLE I.—*Enrolment.*

	WOMEN.		MEN.		TOTAL.	
	Day.	Hostel.	Day.	Hostel.	Women.	Men.
<i>First Year Students—</i>						
First term and second term.....	3	86	—	39	89	39
Third and fourth terms.....	3	82	—	38	85	38
<i>Second Year Students—</i>						
First and second terms.....	7	71	—	43	78	43
Third and fourth terms.....	7	70	—	42	77	42
<i>Third Year Students—</i>						
First and second terms.....	7	55	1	47	62	48
Third and fourth terms.....	7	52	1	43	59	44
<i>Fourth Year Students—</i>						
First term.....	1	11	—	34	12	34
Second, third and fourth terms.....	1	10	—	34	11	34
<i>Repeating—</i>						
First term.....	2	2	8	15	4	23
Second, third and fourth terms.....	3	2	8	15	5	23
					237	181

Total enrolment on 2nd December, 1949:—

Women..... 237

Men..... 181

TOTAL..... 418

TABLE II.—*Students who followed the First, Second and Third Year Degree Course at the University College.*

	Women.	Men.	Total.
First year students.....	14	38	52
Repeaters.....	—	11	11
Second year students.....	18	42	60
Repeaters.....	2	7	9
Third year students.....	7	44	51
Repeaters.....	3	5	8

TABLE III.

	Women.	Men.	Total.
<i>Third Years—</i>			
Junior Work.....	18	—	18
Physical Education.....	9	—	9
Art and Crafts.....	8	—	8
Domestic Science.....	14	—	14
One Year Academic.....	2	—	2
Special Year Course in Art and Crafts.....	1	—	1
			52

TABLE IV.—*Examination Results—Academic Course.*

	PASSED.		FAILED.		Total.
	Women.	Men.	Women.	Men.	
First year students.....	14	32	—	6	52
Repeaters.....	—	10	—	1	11
Second year students.....	17	40	1	2	60
Second year repeaters.....	2	6	—	1	9
Third year students.....	7	35	—	9	51
Third year repeaters.....	3	4	—	1	8

TABLE V.—*Examination Results—Professional.*

	PASSED.		FAILED.		Total.
	Women.	Men.	Women.	Men.	
<i>Transvaal Teachers' Diploma—</i>					
Three Year Courses—					
Domestic Science.....	14	—	—	—	14
Junior Work.....	18	—	—	—	18
Art and Crafts.....	8	—	—	—	8
Physical Education.....	9	—	—	—	9
Special One Year Course in Art and Crafts.....	1	—	—	—	1
Three Years Combined.....	2	—	—	—	2
Four Year Course—					
Degree plus Diploma.....	10	24	—	1	35
Degree not completed (mini- mum award) Three Years Combined.....	1	9	—	—	10

NORMAL COLLEGE, PRETORIA.

Principal: DR. A. H. DU P. VAN WYK.

(1) *Introduction.*—It gives me pleasure to report on the activities of this institution during the years 1948 and 1949 which both bear evidence of its expansion and progress.

(2) *Buildings and Grounds.*—Much progress has been made as is evidenced by the recent completion of the new art and crafts building, and the near completion of the new gymnasium which will shortly be ready for use. Extensive repairs have also been carried out on the following buildings: The main building and also the hall, men's residences and the old wing of the Harmonie Women's Residence. Further repairs have still to be carried out on the new wing of Harmonie and it is hoped that these will be effected shortly.

A new men's residence and new house for the principal are urgently required as the existing hostels are overcrowded and the "Old Fort" reflects no credit on the institution. In addition, it is also necessary to make provision for additional classroom space, to meet which need it has been suggested that another storey be added to the low wing of the new art and crafts building. A modern library is also an urgent requirement

With regard to the grounds it may be said that good progress has also been made, for the area around the main building and hall has been

tarred and the expenditure of £1,375 has been approved for the improvement of the athletic and rugby fields. A further requisite is the building of a swimming bath next to the new gymnasium.

(3) *Courses*.—That the choice of courses has recently been extended can be gauged from the fact that a new combined degree—manual training course for men has been approved and that provision has also been made for an additional lecturer in music. This latter addition fulfils a long-felt want and it is hoped that the appointment will soon be made a permanent one. Courses which deserve to be instituted or which require to be extended are those in audio-visual teaching, vocational guidance, library work and religious instruction.

(4) *Staff*.—In January 1948 Dr. A. H. du P. van Wyk took up his duties as principal vice Professor J. O. S. van Heerden who retired from the Department on pension. A term later the College also took leave of Dr. C. K. Oberholzer, who for a number of years had served the College faithfully in the capacity of vice-principal and who had been appointed a professor at the University of Pretoria. These, however, were not the only changes, as the years 1948 and 1949 were marked by a constant change of staff which affected approximately 50 per cent of the lecturers. New members on the staff with new ideas are always desirable, but too many changes may affect the work of the institution adversely and are not really conducive to continuity.

As far as the administrative staff is concerned, there is reason for satisfaction in the improvement effected, for the posts of both the registrar and the typist-clerk have been listed as permanent civil service appointments and the appointment of a storeman-clerk, who will be paid out of hostel funds, has also been approved. In addition, the caretaker is now also being paid by the Administration out of central funds. His is a temporary appointment which undoubtedly merits permanency. The administrative duties of the College have increased to such an extent that the appointment of a second typist-clerk also deserves consideration.

(5) *Students*.—As can be seen from the accompanying table of statistics, the student enrolment increased appreciably at the beginning of 1948 and this increase has since been steadily maintained. The present year of 1950 has shown a new rise in the number of students enrolled.

It is a cause for satisfaction that the best type of student is at present being recruited to the teaching profession. Our ideal should ever be to mould youth to the best of our ability and to equip our teachers in training efficiently before sending them out to teach.

(6) *General*.—In conclusion it may be stated that the tone of this institution remains exceptionally sound, characterized as it is by hearty co-operation on the part of the Department, staff and students.

TABLE I.

ENTRIES, 1948.

At the commencement of the first term 455 students were admitted. In the course of the year 18 students left permanently, leaving 437 students on the roll at the end of the year.

	UNIVERSITY.		NORMAL COLLEGE.		TOTAL.		
	Women.	Men.	Women.	Men.	Women.	Men.	Total.
First year of three years.....	—	—	87	—	87	—	87
Second year of three years.....	—	—	74	—	74	—	74
First year of four years.....	31	53	—	—	31	53	84
Second year of four years.....	22	40	22	40	22	40	62
Third year of four years.....	19	16	19	16	19	16	35
Fourth year of four years.....	—	—	14	13	14	13	27
Special course in Manual Training.....	—	—	—	—	—	—	—
Special course in Domestic Science.....	—	—	14	—	14	—	14
Special course in Art and Crafts.....	—	—	17	—	17	—	17
Special course in Junior Work.....	—	—	19	—	19	—	19
Special course in Physical Culture.....	—	—	18	—	18	—	18
TOTAL.....	72	109	253	69	315	122	437

ENTRIES, 1949.

At the commencement of the first term 450 students were admitted. In the course of the year 16 left permanently, and one new student enrolled, leaving 434 on roll at the end of the year.

	UNIVERSITY.		NORMAL COLLEGE.		TOTAL.		
	Women.	Men.	Women.	Men.	Women.	Men.	Total.
First year of three years.....	—	—	88	—	88	—	88
Second year of three years.....	—	—	88	—	88	—	88
First year of four years.....	18	40	—	—	18	40	58
Second year of four years.....	16	31	16	31	16	31	47
Third year of four years.....	18	34	18	34	18	34	52
Fourth year of four years.....	—	—	14	13	14	13	27
Special course in Manual Training.....	—	—	—	—	—	—	—
Special course in Domestic Science.....	—	—	—	—	—	—	—
Special course in Art and Crafts.....	—	—	18	—	18	—	18
Special course in Junior Work.....	—	—	38	—	38	—	38
Special course in Physical Culture.....	—	—	12	—	12	—	12
Third year of Commerce course.....	—	—	6	—	6	—	6
TOTAL.....	52	105	298	78	316	118	434

TABLE II.

SELECTION, 1948.

211 applications were received from women and 106 from men, for admission to the training course in 1948. Of these, 119 women and 50 men were admitted. The others are accounted for in the following table:—

	Women.	Men.	Total.
Failed Matriculation Examination.....	28	17	45
Sent to other College.....	30	21	51
Cancelled by applicants.....	32	18	50
Not accepted.....	1	—	1
Rejected.....	1	—	1
Accepted.....	119	50	169
TOTAL.....	211	106	317
Special groups accepted.....	1	—	1
GRAND TOTAL.....	212	106	318

SELECTION, 1949.

199 applications were received from women and 107 from men, for admission to the training course in 1949. Of these, 107 women and 46 men were admitted. The others are accounted for in the following table:—

	Women.	Men.	Total.
Failed Matriculation Examination.....	28	17	45
Cent to other Colleges.....	36	16	52
Nancelled by applicants.....	22	17	39
Not reported.....	—	—	—
Rot accepted.....	5	11	16
Aejected.....	—	—	—
Scepted.....	107	46	153
TOTAL.....	198	107	305
Special groups accepted.....	3	—	3
GRAND TOTAL.....	201	107	308

TABLE III.

UNIVERSITY RESULTS, 1948.

The following table is a synopsis of the results:—

	FAILED.		SUPPLEMENTARY.		PASSED.		Total.
	Women.	Men.	Women.	Men.	Women.	Men.	
Third year.....	2	4	—	1	13	15	35
Second year.....	4	5	1	5	24	23	62
First year.....	9	19	3	5	18	28	82
TOTAL.....	15	28	4	11	55	66	179

UNIVERSITY RESULTS, 1949.

	FAILED.		SUPPLEMENTARY.		PASSED.		Total
	Women.	Men.	Women.	Men.	Women.	Men.	
Third year.....	—	3	1	5	17	25	51
Second year.....	1	5	3	4	12	19	44
First year.....	1	10	3	3	13	26	56
TOTAL.....	2	18	7	12	42	70	151

TABLE IV.

DIPLOMAS, 1948.

	Women.	Men.	Total.
1. Special year in Manual Training.....	—	—	—
2. Special year in Domestic Science.....	—	—	—
3. Special year in Junior Work.....	1	—	1
4. Special year in Physical Culture.....	—	—	—
5. Four years combined degree course.....	13	12	25
6. Three years combined course.....	2	—	2
7. Three years professional course.....	66	—	66
8. Two years professional course.....	2	—	2
TOTAL.....	84	12	96

DIPLOMAS, 1949.

	Women.	Men.	Total.
1. Special year in Manual Training.....	—	—	—
2. Special year in Domestic Science.....	—	—	—
3. Special year in Junior Work.....	—	—	—
4. Special year in Physical Culture.....	—	—	—
5. Four years combined degree course.....	14	14	28
6. Three years combined course.....	6	—	6
7. Three years professional course.....	68	—	68
8. Two year professional course.....	1	—	1
9. Special year in Art and Crafts.....	—	—	—
TOTAL.....	89	14	103

PRETORIA NORMAL COLLEGE.

APPLICATIONS FOR ADMISSION TO THE PRETORIA NORMAL COLLEGE.

	1940.		1941.		1942.		1943.		1944.		1945.		1946.		1947.		1948.		1949.		1950.	
	W.	M. Tot.	W.	M. Tot.	W.	M. Tot.	W.	M. Tot.	W.	M. Tot.	W.	M. Tot.	W.	M. Tot.	W.	M. Tot.	W.	M. Tot.	W.	M. Tot.	W.	M. Tot.
A.A.....	56	31 87	67	45 112	48	30 78	37	17 54	35	21 56	32	12 44	48	19 67	51	21 72	62	21 83	37	20 57	44	21 65
A.B.....	7	14 21	3	12 15	8	10 18	10	11 21	10	6 16	10	7 17	13	8 21	9	5 14	5	5 10	9	4 13	9	9 18
B.A.....	6	— 6	4	3 7	6	2 8	13	1 14	5	— 5	—	—	—	—	18	1 19	8	1 9	9	1 10	—	—
B.B.....	45	48 93	30	49 79	42	48 90	42	33 75	65	38 103	61	37 98	62	33 95	68	39 107	79	45 124	103	45 148	95	67 162
B.C.....	1	7 8	4	5 9	3	6 9	2	8 10	4	3 7	3	5 8	2	3 5	5	2 7	—	2 2	—	8 8	12 10	22
C.B.....	—	—	—	—	—	—	4	1 5	—	—	—	—	1	1 2	—	—	12 2	14	—	—	—	—
C.C.....	—	3 3	4	1 5	3	2 5	6	2 8	10	8 18	6	3 9	1	3 4	7	8 15	11	6 17	30	23 53	45 29	74
C.D.....	—	1 1	—	—	—	1 1	—	—	3 2	5	—	—	—	—	—	—	—	—	—	1 1	—	—
D.B.....	—	—	—	—	—	—	—	1 1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
D.D.....	—	1 1	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1 1	2 1	2 3	—	—	—
D.E.....	—	—	—	—	—	1 1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unknown...	—	—	—	—	—	—	—	—	—	—	—	—	10	21 31	14	13 27	33 24	57	—	—	—	—
TOTAL..	115	105 225	112	115 227	110	100 210	114	74 188	132	78 210	112	64 176	137 88	225 173	89	262 211	107 318	189 104	293 205	136 341		
First Class..	1	30 31	18	8 26	16	7 23	14	11 25	23 12	35 13	6	19 24	6 30	26	9 35	10 6	16 19	18 37	29 16	35		

CHAPTER V.

VOCATIONAL GUIDANCE.

The number of schools and institutions visited was as follows:—

1948.	
Primary Schools	198
Junior High Schools, School Farms and Std. VIII	
Schools	58
High Schools	41
Training Colleges	4
1949.	
Primary Schools	275
Junior High Schools, School Farms and Std. VIII	
Schools	67
High Schools	58
Training Colleges	4

Other activities and matters concerning the Bureau may be summarised as follows:—

1. STAFF.

Mr. H. A. van Lille assumed duty at the beginning of 1948 as fifth vocational adviser with the East Rand as his circuit.

Dr. J. F. Faul retired on pension at the end of 1948 and Mr. L. C. Bekker was appointed in his place.

Mr. Bekker has been responsible for the East Rand circuit since the beginning of 1949 while Mr. van Lille is responsible for the Pretoria circuit.

2. FILMS.

Five films were completed on the various branches of the Railway Administration. Negotiations with the Department of Posts on the completion of a film have reached an advanced stage.

3. VOCATIONAL GUIDANCE IN POST-PRIMARY SCHOOLS.

The year 1948 will probably be regarded as one of the most important in the history of vocational guidance in Transvaal Schools, because of the following reasons:—

- (a) A syllabus for vocational guidance was approved by the Department and vocational guidance was introduced as a compulsory non-examination subject in schools.
- (b) A teacher counsellor was appointed at each post-primary school to be responsible for vocational guidance in the school concerned.
- (c) The Ed. Lab. card was introduced. That means that cumulative data of each pupil should be available at the schools. Such data are of inestimable value to vocational guidance.

4. COURSE FOR TEACHER COUNSELLORS.

A short course for teacher counsellors was held in Johannesburg during April, 1948, with a view to easing the task of the teacher counsellor.

There were teachers from nearly every high and junior high school while some sent more than one representative. Some primary schools even sent teachers.

The course consisted of—

- (a) lectures by the vocational advisers on various aspects of vocational guidance;
- (b) speeches by employers or representatives of employers;
- (c) visits to places of employment.

5. APTITUDE TESTS.

The Cox Mechanical Aptitude Tests were standardised to such an extent at the end of 1949, that it will be possible to use them in 1950.

1948. TABLES.

COMMENTARY.

A. SCHOOL ATTAINMENT.

TABLE I.

Stds. V, VI and especially VII.

Fifty-nine pupils with an I.Q. of less than 80 pass because they were promoted on age. The I.Q. of some of them is too low but they left school before a second test was possible.

Stds. VIII—X.

Generalisations are impossible in connection with those who pass with I.Q. below 94 in VIII and below 104 in X. There are special factors in practically every individual case, such as e.g. someone who tests too low in a group test, second or even third attempt in examination, special choice of subjects, special coaching by teachers. Failures in VIII above 110 and in X above 120 are also special cases requiring attention. It may be due to youthfulness, wrong choice of subjects, inadaptability, domestic circumstances or lack of aim or purpose. It should be noted that some of the urban high schools did not submit any I.Q.'s for this report.

TABLE II.

This table shows that pupils of every calibre proceed to the vocational schools.

TABLE III.

- (a) An I.Q. of 95 remains the reliable basic minimum.
- (b) Pupils with I.Q. below 94 who pass, often do so because they obtain the required minimum in 4-5 subjects or because they remain in school for six months longer and obtain a certified statement. Such pupils are normally not qualified to be promoted to the next standard.
- (c) Those who pass with I.Q. below 90 are cases similar to those in the other tables.

B. PUPILS WHO LEFT SCHOOL.

I.Q. Distribution and Careers Followed.

TABLE I.

Of these pupils 169 should, however, have obtained their Std. VI certificate.

In all the tables on pupils who have left school, the numbers under "whereabouts unknown" and "employment unknown" are unnecessarily high.

1948.

P. Stands for Pass.
F. Stands for Fail.TABLE I.—*I.Q. of Pupils compared with Examination Results.*

Standard.	-80.		80-84.		85-89.		90-94.		95-99.		100-104.		105-109.		110-114.		115-119.		120-124.		125-129.		130+.		Total.	
	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	●F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.
V	46	5	138	16	449	56	916	90	1,468	86	1,943	59	1,904	36	1,524	16	1,015	5	605	5	327	2	246	0	10,581	376
VI	10	26	66	70	260	173	703	246	1,281	258	1,741	166	1,623	108	1,220	52	763	15	428	7	216	4	131	0	8,442	1,125
VII	3	0	2	8	58	54	314	154	785	302	1,418	367	1,565	281	1,257	144	832	61	434	18	196	8	160	0	7,024	1,397
VIII	0	0	0	1	4	5	51	29	298	142	770	223	1,146	193	1,073	136	746	63	395	32	202	7	125	3	4,810	834
IX	0	0	0	1	0	2	4	1	17	18	97	42	318	124	441	113	420	60	360	43	177	7	127	10	1,961	421
X	0	0	0	0	0	0	0	0	3	0	13	11	91	30	161	40	171	37	150	14	87	10	77	2	753	144
TOTAL.....	59	31	206	96	771	290	1,988	520	3,852	806	5,982	868	6,647	772	5,676	501	3,947	241	2,372	119	1,205	38	866	15	33,571	4,297

TABLE II.—*I.Q. Distribution of Pupils from All Standards proceeding to Vocational Schools.*

Standard.	-80.		80-84.		85-89.		90-94.		95-99.		100-104.		105-109.		110-114.		115-119.		120-124.		125-129.		130+.		Total.	
	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.
V	3	0	18	0	50	0	122	4	219	0	329	1	305	1	222	0	139	0	75	0	24	0	11	0	1,517	6
VI	1	0	3	0	19	8	44	9	85	17	109	8	115	3	79	2	28	1	14	0	5	0	3	0	505	48
VII	0	0	0	0	7	5	18	9	32	14	55	19	56	12	36	10	15	3	10	1	2	0	1	0	232	73
VIII	0	0	0	0	0	0	4	2	24	8	79	20	106	14	98	15	72	4	17	0	3	0	2	1	405	64
IX	0	0	0	0	0	0	0	0	0	1	1	4	9	9	8	7	1	4	4	1	0	2	0	1	23	29
TOTAL.....	4	0	21	0	76	13	188	24	360	40	573	52	591	39	443	34	255	12	120	2	34	2	17	2	2,682	220

1948.

1948.

TABLE III.—Shows I.Q. of Pupils compared with Results of Junior Certificate Examination over a Period of 10 Years.

	-90.		90-94.		95-99.		100-104.		105-109.		110-114.		115-119.		120-124.		125-129.		130+.		Total.
	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	
1939.....	0	0	8	15	39	34	109	65	196	49	177	30	164	13	96	3	40	4	20	0	849 213
1940.....	4	4	10	16	36	50	146	71	213	64	196	36	119	11	92	5	36	1	25	0	877 258
1941.....	3	3	7	17	38	36	89	45	146	33	124	15	95	15	51	6	15	2	7	1	575 173
1942.....	0	0	9	6	44	19	112	25	152	31	146	16	75	10	54	1	17	0	12	0	621 108
1943.....	10	7	32	25	124	46	304	95	483	81	463	46	292	19	142	10	58	3	24	0	1,932 332
1944.....	12	20	51	49	181	113	494	179	785	143	880	76	524	35	261	6	102	3	39	0	3,329 624
1945.....	17	11	74	27	236	114	541	117	888	141	807	84	591	46	270	17	104	3	47	1	3,575 561
1946.....	10	11	40	30	267	101	669	160	922	137	883	90	563	28	290	7	88	2	66	1	3,798 567
1947.....	6	4	43	28	262	128	757	194	1,189	179	909	106	531	40	273	11	101	0	36	0	4,107 690
1948.....	4	6	51	29	298	142	770	223	1,146	193	1,073	136	746	63	395	32	202	7	125	3	4,810 834
TOTAL.....	66	66	325	242	1,525	783	3,991	1,174	6,120	1,051	5,658	635	3,700	280	1,924	98	763	25	401	6	24,473 4,360

TABLE I.—*I.Q. Distribution and careers followed.*

Without VI:—

(a) *Girls.*

	—80	—90	—100	—110	—120	—130	130+	Total.
1. Trades.....	—	3	3	—	—	—	—	6
2. Whereabouts unknown..	2	1	2	1	—	—	—	6
3. Café work.....	1	—	—	—	—	—	—	1
4. Factory work.....	2	6	5	2	—	—	—	15
5. Assist at home.....	1	11	13	1	—	—	—	26
6. Clerical work.....	—	1	2	—	—	—	—	3
7. Municipality (work).....	—	—	—	—	—	—	—	—
8. Unclassified (work).....	—	4	4	1	—	—	—	9
9. Post Office.....	—	1	1	—	—	—	—	2
10. Seek work.....	—	1	—	—	—	—	—	1
11. Nursing.....	—	—	1	—	—	—	—	1
12. Work unknown.....	—	4	5	—	—	—	—	9
13. Shop assistants.....	—	5	3	1	—	—	—	9
TOTAL.....	6	37	39	6	—	—	—	88

(b) *Boys.*

	—80	—90	—100	—110	—120	—130	130+	Total.
1. Trades.....	—	12	18	3	—	—	—	33
2. Whereabouts unknown..	1	3	—	—	—	—	—	4
3. Farming.....	—	4	11	—	—	—	—	15
4. Factory work.....	—	1	—	—	—	—	—	1
5. Clerical work.....	—	—	—	1	—	—	—	1
6. Unclassified (work).....	—	2	—	—	—	—	—	2
7. Post Office.....	—	2	2	—	—	—	—	4
8. Seek work.....	—	2	2	—	—	—	—	4
9. Railway work.....	—	2	1	—	—	—	—	3
10. Defence.....	—	2	—	—	—	—	—	2
11. Work Unknown.....	—	7	11	1	—	—	—	19
TOTAL.....	1	37	45	5	—	—	—	88

TABLE II.

With VI:—

(a) *Girls.*

	—80	—90	—100	—110	—120	—130	130+	Total.
1. Trades.....	1	4	16	7	2	—	—	30
2. Whereabouts unknown..	—	6	18	15	3	—	—	42
3. Café work.....	—	1	5	2	—	—	—	8
4. Factory work.....	1	7	9	6	—	—	—	23
5. Assist at home.....	—	10	50	27	3	—	—	90
6. Clerical work.....	—	—	17	6	—	—	—	23
7. Unclassified (work).....	—	3	6	1	—	—	—	10
8. Post Office.....	1	—	3	4	—	—	—	8
9. Seek work.....	—	—	1	1	—	—	—	2
10. Railway work.....	—	1	3	—	—	—	—	4
11. Public Service.....	—	2	—	—	—	—	—	2
12. Nursing.....	—	—	3	1	—	—	—	4
13. Work unknown.....	—	11	23	9	—	—	—	43
14. Shop assistants.....	—	12	29	12	—	—	—	53
TOTAL.....	3	57	183	91	8	—	—	342

(b) Boys.

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Trades.....	3	40	88	38	5	1	—	175
2. Whereabouts unknown..	1	13	32	16	3	—	—	65
3. Farming.....	—	15	23	14	3	—	—	55
4. Factory work.....	—	1	3	1	—	—	—	5
5. Clerical work.....	—	—	2	2	—	—	—	4
6. Municipality (work).....	—	1	3	—	—	—	—	4
7. Mining.....	—	4	12	4	—	—	—	20
8. Unclassified (work).....	—	2	7	5	—	—	—	14
9. Police.....	—	—	1	—	—	—	—	1
10. Post Office.....	—	5	12	9	—	—	—	26
11. Seek work.....	—	3	5	5	—	—	—	13
12. Railway work.....	3	15	29	8	—	—	—	55
13. Public Service.....	—	—	1	1	—	—	—	2
14. Defence.....	—	1	7	6	—	—	—	14
15. Work unknown.....	—	14	35	10	1	—	—	60
16. Shop assistants.....	—	2	3	6	—	—	—	11
TOTAL.....	7	116	263	125	12	1	—	524

TABLE III.

With VII:—

(a) Girls.

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Trades.....	—	1	15	11	2	1	—	30
2. Whereabouts unknown..	1	2	30	49	12	1	—	95
3. Café work.....	—	—	7	—	1	—	—	8
4. Factory work.....	—	4	6	4	2	—	—	16
5. Assist at home.....	—	2	35	49	3	—	—	89
6. Clerical work.....	—	3	21	42	3	1	—	70
7. Municipality (work).....	—	—	—	1	1	—	—	2
8. Unclassified (work).....	—	1	4	6	—	1	—	12
9. Post Office.....	—	1	26	14	3	—	—	44
10. Seek work.....	—	—	1	3	—	—	—	4
11. Railway work.....	—	—	4	3	2	1	—	10
12. Public Service.....	—	1	2	6	—	—	—	9
13. Nursing.....	—	1	12	11	1	—	—	25
14. Work unknown.....	—	—	19	17	6	—	—	42
15. Shop assistants.....	—	2	18	16	2	1	—	39
TOTAL.....	1	18	200	232	38	6	—	495

(b) Boys.

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Trades.....	—	9	102	145	35	—	—	291
2. Whereabouts unknown..	—	2	50	54	21	4	—	131
3. Farming.....	—	6	30	30	4	—	—	70
4. Factory work.....	—	—	6	3	1	—	—	10
5. Clerical work.....	—	—	5	—	2	1	—	13
6. Municipality (work).....	—	—	4	2	—	—	—	6
7. Mining.....	—	2	12	16	5	—	—	35
8. Unclassified (work).....	—	1	10	11	2	—	—	24
9. Police.....	—	—	3	—	—	—	—	3
10. Post Office.....	—	1	20	12	6	—	—	39
11. Seek work.....	—	—	3	5	—	—	—	8
12. Railway work.....	1	5	27	22	4	—	—	59
13. Public Service.....	—	—	—	3	1	—	—	4
14. Defence.....	—	—	3	2	—	—	—	5
15. Work unknown.....	—	1	33	32	6	—	—	72
16. Shop assistants.....	—	1	3	3	—	—	—	7
TOTAL.....	1	28	311	345	87	5	—	777

TABLE IV.

With VIII:—

(a) Girls.

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Trades.....	—	—	3	9	4	2	—	18
2. Whereabouts unknown..	—	1	26	76	39	4	—	146
3. Café work.....	—	—	—	1	1	—	—	2
4. Factory work.....	—	—	1	4	1	—	—	6
5. Assist at home.....	—	3	6	89	33	3	—	134
6. Clerical work.....	—	—	32	137	70	10	—	249
7. Municipality (work).....	—	—	—	4	2	—	—	6
8. Unclassified (work).....	—	—	—	7	3	1	1	12
9. Post Office.....	—	1	18	101	33	3	—	156
10. Seek work.....	—	—	7	16	5	1	—	29
11. Railway work.....	—	—	3	29	14	—	—	46
12. Public Service.....	—	—	9	42	14	4	—	69
13. Defence.....	—	—	1	3	—	—	—	4
14. Nursing.....	—	—	10	36	10	2	—	58
15. Work unknown.....	—	—	12	24	11	2	1	50
16. Shop assistant.....	—	1	6	16	7	3	—	33
TOTAL.....	—	6	134	594	247	35	2	1,018

(b) Boys.

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Trades.....	—	1	44	166	65	8	—	284
2. Whereabouts unknown..	—	—	25	76	60	4	1	166
3. Farming.....	—	1	21	49	26	2	—	99
4. Factory work.....	—	—	—	2	3	—	—	5
5. Clerical work.....	1	—	7	38	18	5	2	71
6. Municipality (work).....	—	—	—	8	5	1	—	14
7. Mining.....	—	—	6	18	11	3	—	38
8. Unclassified (work).....	—	—	3	8	12	2	—	25
9. Police.....	—	—	8	12	5	—	—	25
10. Post Office.....	—	—	17	55	37	7	—	116
11. Seek work.....	—	—	—	14	2	—	—	16
12. Railway work.....	—	1	36	108	43	6	—	194
13. Public Service.....	—	—	2	13	9	1	2	27
14. Defence.....	—	—	1	9	1	—	—	11
15. Nursing.....	—	—	—	3	1	—	—	4
16. Work unknown.....	—	—	5	22	8	3	—	38
17. Shop assistants.....	—	—	4	3	4	1	—	12
TOTAL.....	1	3	179	604	310	43	5	1,145

TABLE V.

With IX:—

(a) Girls.

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Trades.....	—	—	1	—	1	—	—	2
2. Whereabouts unknown..	—	—	—	6	6	3	1	16
3. Assist at home.....	—	—	—	5	3	2	—	10
4. Clerical work.....	—	—	1	5	7	4	1	18
5. Unclassified (work).....	—	—	—	2	—	—	—	2
6. Post Office.....	—	—	—	3	3	—	—	6
7. Public Service.....	—	—	—	1	4	—	—	5
8. Nursing.....	—	—	—	9	6	2	—	17
9. Work unknown.....	—	—	—	—	1	—	—	1
10. Shop assistant.....	—	—	—	—	1	—	—	1
TOTAL.....	—	—	2	31	32	11	2	78

(b) Boys.

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Trades.....	—	—	1	11	12	4	1	29
2. Whereabouts unknown..	—	—	4	18	25	18	2	67
3. Farming.....	—	—	3	22	8	1	—	34
4. Factory work.....	—	—	—	1	3	1	—	5
5. Clerical work.....	—	—	2	26	21	11	2	62
6. Municipality (work).....	—	—	—	—	—	1	—	1
7. Mining.....	—	—	—	4	6	1	—	11
8. Unclassified (work).....	—	—	—	1	1	—	1	4
9. Police.....	—	—	—	2	2	2	—	6
10. Post Office.....	—	—	—	2	2	—	—	4
11. Railway work.....	—	—	—	8	5	1	—	14
12. Public Service.....	—	—	—	6	6	—	—	12
13. Defence.....	—	—	—	3	2	—	—	5
14. Work unknown.....	—	—	—	8	8	—	—	16
15. Shop assistants.....	—	—	—	3	1	—	—	4
TOTAL.....	—	—	10	115	102	41	6	274

TABLE VI.

*Employment Found and Careers Followed by Matriculation**Pupils of 1948.*

(a) Girls.

	Passed.	Failed.
1. Trades (all).....	2	2
2. Insurance.....	2	2
3. Banks.....	29	4
4. Whereabouts unknown.....	20	11
5. Librarianship.....	4	1
6. Photography.....	1	—
7. Commercial Training.....	84	27
8. Domestic Science Training.....	14	—
9. Clerical work (not public service).....	34	4
10. Art (Technical College).....	7	—
11. Agricultural College.....	—	1
12. Air-hostess.....	2	—
13. Music and Singing.....	4	1
14. Still at school.....	—	22
15. Teaching (Teachers' Training College).....	233	—
16. Post Office.....	3	3
17. Railways (excluding trades).....	5	—
18. Public Service.....	22	5
19. At home.....	14	8
20. Nursing.....	56	10
21. University Study: Pharmacy.....	1	—
22. University Study: Architecture.....	3	—
23. University Study: B.A.....	38	—
24. University Study: B.Com.....	3	—
25. University Study: B.Sc.....	19	—
26. University Study: Librarianship.....	4	—
27. University Study: Dietetics.....	4	—
28. University Study: Physiotherapy.....	12	—
29. University Study: Medicine.....	5	—
30. University Study: Art.....	9	—
31. University Study: Physical Education.....	5	—
32. University Study: Social Work.....	12	—
33. University Study: Music and Singing.....	9	—
34. University Study: Unknown.....	30	—
35. University Study: Radiography.....	7	—
TOTAL.....	697	99

(b) Boys.

	Passed.	Failed
1. Trades (all).....	43	15
2. Pharmacy (Apprentice).....	28	3
3. Insurance.....	5	2
4. Banks.....	40	20
5. Whereabouts unknown.....	143	52
6. Printing.....	1	—
7. Photography.....	1	—
8. Commercial Training.....	5	14
9. Commercial Traveller.....	2	—
10. Quantity Surveying.....	4	1
11. Journalism.....	4	1
12. Clerical work (not Public Service).....	57	24
13. Art (Technical College).....	2	—
14. Laboratory work.....	9	2
15. Agricultural College.....	8	1
16. Surveying.....	2	—
17. Municipal Service.....	17	1
18. Mining.....	30	6
19. Still at school.....	—	81
20. Teaching (Teachers' Training College).....	110	—
21. Ophthalmology.....	1	—
22. Auditor's Office (work).....	1	—
23. Farming.....	48	19
24. Police.....	10	1
25. Post Office.....	9	1
26. Law (Solicitor's Office).....	14	—
27. Accountancy.....	55	—
28. Railways.....	30	3
29. Steel factory (excluding trades, lab., work and clerical work).....	6	6
30. Public Service.....	78	9
31. At home.....	5	4
32. Defence (land, sea and air).....	20	5
33. Shop assistants.....	0	2
34. University Study: Pharmacy.....	7	—
35. University Study: Architecture.....	17	—
36. University Study: B.A.....	26	—
37. University Study: B.Com.....	43	—
38. University Study: B.Econ.....	1	—
39. University Study: B.Sc.....	40	—
40. University Study: Librarianship.....	5	—
41. University Study: Medicine.....	57	—
42. University Study: Quantity Surveying.....	10	—
43. University Study: Engineering.....	62	—
44. University Study: Art.....	1	—
45. University Study: Agriculture and Forestry.....	20	—
46. University Study: Surveying.....	4	—
47. University Study: Physical Education.....	4	—
48. University Study: Music and Singing.....	2	—
49. University Study: Unknown.....	57	—
50. University Study: Law.....	28	—
51. University Study: Dentistry.....	15	—
52. University Study: Theology.....	22	—
53. University Study: Veterinary Science.....	9	—
TOTAL.....	1,218	273

C. PUPILS RECEIVING VOCATIONAL TRAINING.

I.—TECHNICAL TRAINING.

*Pupils classified according to I.Q.**(a) Girls.*

	—80	—90	—100	—110	—120	—130	130+	Total.
Without VI.....	—	2	8	4	1	—	—	15
With VI.....	1	2	31	43	21	3	—	101
With VII.....	—	1	26	45	19	4	1	96
With VIII.....	—	1	11	45	40	10	2	109
With IX.....	—	—	—	3	6	—	—	9
TOTAL.....	1	6	76	140	87	17	3	330

(b) Boys.

	—80	—90	—100	—110	—120	—130	130+	Total.
Without VI.....	—	1	11	2	—	—	—	14
With VI.....	—	13	38	58	32	4	1	146
With VII.....	—	6	10	34	9	3	1	63
With VIII.....	—	—	3	12	18	2	—	35
With IX.....	—	—	1	3	—	—	—	4
TOTAL.....	—	20	63	109	59	9	2	262

II.—COMMERCIAL TRAINING.

*Pupils classified according to I.Q.**(a) Girls.*

	—80	—90	—100	—110	—120	—130	130+	Total.
Without VI.....	—	3	3	4	—	—	—	10
With VI.....	—	10	35	52	12	5	1	115
With VII.....	—	3	31	43	23	2	1	103
With VIII.....	—	—	22	141	90	10	2	265
With IX.....	—	—	1	12	13	6	—	32
TOTAL.....	—	16	92	252	138	23	4	525

(b) Boys.

	—80	—90	—100	—110	—120	—130	130+	Total.
Without VI.....	—	—	1	3	2	—	—	6
With VI.....	—	—	1	2	4	—	—	7
With VII.....	—	—	1	7	6	—	—	14
With VIII.....	—	—	6	12	11	—	—	29
With IX.....	—	—	—	1	6	3	—	10
TOTAL.....	—	—	9	25	29	3	—	66

III.—DOMESTIC SCIENCE TRAINING.

*Pupils classified according to I.Q.**(a) Girls.*

	-80	-90	-100	-110	-120	-130	130+	Total.
Without VI.....	—	1	2	1	—	—	—	4
With VI.....	—	4	12	11	4	1	—	32
With VII.....	—	—	9	14	5	—	—	28
With VIII.....	—	—	1	2	1	—	—	4
With IX.....	—	—	—	—	—	—	—	—
TOTAL.....	—	5	24	28	10	1	—	68

IV.—AGRICULTURAL TRAINING.

*Pupils classified according to I.Q.**(a) Girls.*

	-80	-90	-100	-110	-120	-130	130+	Total.
Without VI.....	—	—	—	—	—	—	—	—
With VI.....	—	—	—	—	—	—	—	—
With VII.....	—	—	—	—	—	—	—	—
With VIII.....	—	—	—	—	—	—	—	—
With IX.....	—	—	—	—	1	—	—	1
TOTAL.....	—	—	—	—	1	—	—	1

(b) Boys.

	-80	-90	-100	-110	-120	-130	130+	Total.
With VI.....	—	—	—	—	—	—	—	—
With VI.....	—	—	2	1	1	—	—	4
With VII.....	—	—	—	—	—	—	—	—
With VIII.....	—	—	1	1	—	—	—	2
With IX.....	—	—	—	2	1	—	—	3
TOTAL.....	—	—	3	4	2	—	—	9

1949. TABLES.

COMMENTARY.

A. SCHOOL ATTAINMENT.

TABLE I.

Data over many years show that a minimum I.Q. of approximately 95 is necessary in order to pass Std. VIII and 105 to pass Std. X. It is therefore striking that 92 of the pupils in VIII pass with I.Q.'s below 95 and 71 pass in X with I.Q.'s below 105.

It should again be pointed out that pupils pass on class or examination attainment and not on I.Q. The I.Q.'s may be too low in these particular cases. Some pupils, particularly the "philosophic" type apparently perform poorly in the rapid mental tests and better in memory work. It

should, on the other hand, be remembered that the following factors play an important part in examination achievement: The right choice of subjects, extreme conscientiousness and learning ability, a good memory, coaching methods of teachers, age and maturity of the pupil. In many of these cases the pupils only passed after more than one attempt. *Whatever the case may be, in vocational guidance both class marks and I.Q.'s are compared and taken into consideration.*

The opposite is true in the 45 cases of pupils with I.Q. above 120 who fail Std. VIII and 56 cases with I.Q. above 120 who fail Std. X. Here we usually have to contend with pupils who are immature, who do not want to or cannot learn, incorrect choice of subjects, disciplinary cases, disinterestedness, etc. Perhaps there should have been better supervision by the parents and/or the teachers.

Every one of the above-mentioned cases is an exception and deserves special attention as a problem case.

TABLE II.

Here are 9 pupils who fail in Std. V and who proceed to vocational schools. These are cases which were promoted on the strength of their age. They could not pass Std. V but they were allowed or even compelled to leave the primary school because they were too old.

Pupils who proceeded to a vocational school after Std. V, are included in Table II but not in Tables C.I, II, III, IV and V.

Table A. II should be read as follows:—

Std. VI read: 530 pupils to vocational schools plus 85 who failed in VII.

That leaves 615 which number corresponds with the number "with VI" in tables C. I to V.

B. PUPILS WHO LEFT SCHOOL.

TABLE I.

"Whereabouts unknown" plus "Assist at home" plus "Work unknown" constitute 66 per cent of the pupils who left school in the case of girls and approximately 43 per cent in the case of boys ("Assist at home" falls away in the case of boys). This unnecessarily high percentage is found in all tables.

It would appear that fewer boys in the lower I.Q. groups take up farming these days. The percentage of boys who take up farming is: 12 per cent from Std. IX, 8.7 per cent from Std. VIII, 7 per cent from Std. VII, 6 per cent from Std. VI and 5 per cent without Std. VI.

TABLE II.

It is doubtful whether 112 girls out of 470 will assist at home in the present difficult times; most of them should probably be in the group—"Whereabouts unknown".

The Department of Defence is attracting our boys in increasing numbers. It is noticeable how few boys with Std. VI and VII enter the Public Service these days as against 5 years ago.

TABLE III.

The Railway Administration offers very good prospects for boys with Std. VI, VII and VIII.

TABLE IV.

There is a steady increase in the number of girls who choose Nursing.

TABLE VI.

The teaching profession remains the favourite for girls with Std. X. A large percentage of girls takes commercial subjects after matriculation and employers prefer this. A large percentage of boys with matriculation takes up farming. Teaching is also the favourite with boys.

Boys with matriculation are employed in ever increasing numbers by the Department of Defence. The I.Q.'s of the boys with an I.Q. below 100 are probably wrong. The trades still attract most boys from all standards and 23 per cent of all the boys who leave school choose the trades.

It appears that science subjects, or rather the B.Sc. course is at present taken by more men students than the B.A. course; previously it was the other way round.

TABLE VII (*Girls*).

There are two girls at the University who take journalism. This does not mean that there is a course in journalism at one of the universities but that the data concerning these two girls, are simply: To university for journalism. They probably both take their Baccalaureus degree first in order to become journalists later.

1949.
P. Stands for Pass.
F. Stands for Fail.

TABLE I.—*I.Q. of Pupils compared with Examination Results.*

Standard.	-80.		80-84.		85-89.		90-94.		95-99.		100-104.		105-109.		110-114.		115-119.		120-124.		125-129.		130+.		Total.
	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	
V	73	14	234	25	531	58	1,109	93	1,731	106	2,458	79	2,187	37	1,894	22	1,231	12	776	1	349	0	288	3	12,861 450
VI	25	27	91	86	390	206	913	303	1,638	312	2,359	250	2,300	136	1,741	83	1,081	26	591	12	293	7	193	3	11,615 1,451
VII	5	3	10	14	87	50	326	181	865	348	1,693	408	1,893	285	1,546	154	1,028	66	594	20	294	8	176	0	8,517 1,537
VIII	0	0	0	1	10	10	82	53	380	159	901	264	1,287	223	1,264	157	916	63	499	27	258	16	215	2	5,812 975
IX	0	0	0	0	0	0	3	1	25	24	121	65	407	103	529	104	517	71	367	30	186	13	148	8	2,303 419
X	0	0	0	0	0	0	1	1	11	10	59	34	297	79	427	104	474	61	403	33	236	17	191	6	2,099 345
TOTAL.	103	44	335	126	1,018	324	2,434	632	4,650	959	7,591	1,100	8,371	863	7,401	624	5,247	299	3,230	123	1,616	61	1,211	22	43,207 5,177

1949.

TABLE II.—*I.Q. Distribution of Pupils from all Standards proceeding to Vocational Schools.*

Standard.	-80.		80-84.		85-89.		90-94.		95-99.		100-104.		105-109.		110-114.		115-119.		120-124.		125-129.		130+.		Total.
	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	
V	8	0	23	2	55	2	128	3	228	0	358	2	345	0	239	0	138	0	66	0	19	0	6	0	1,613 9
VI	2	1	5	4	21	6	56	10	90	9	114	7	120	10	69	4	38	2	8	0	7	0	0	0	530 53
VII	1	0	1	0	1	1	12	8	30	16	53	24	62	20	36	10	19	3	6	3	0	0	0	0	221 85
VIII	0	0	0	0	1	1	6	3	32	4	80	24	99	21	109	15	62	7	31	1	10	2	4	0	434 78
IX	0	0	0	0	0	0	0	0	0	1	3	8	13	7	5	7	8	9	3	2	2	1	0	0	34 35
X	0	0	0	0	0	0	0	0	2	0	5	6	14	8	31	13	23	9	27	4	9	4	13	2	124 46
TOTAL.	11	1	29	6	78	10	202	24	382	30	613	71	653	66	489	49	288	30	141	10	47	7	23	2	2,956 306

TABLE III.—Shows I.Q. of Pupils compared with Results of Junior Certificate Examination over a period of 10 Years. 1949.

	-90.		90-94.		95-99.		100-104.		105-109.		110-114.		115-119.		120-124.		125-129.		130+.		Total.	
	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.
1940.....	4	4	10	16	36	50	146	71	213	64	196	36	119	11	92	5	36	1	25	0	877	258
1941.....	3	3	7	17	38	36	89	45	146	33	124	15	95	15	51	6	15	2	7	1	575	173
1942.....	0	0	9	6	44	19	112	25	152	31	146	16	75	10	54	1	17	0	12	0	621	108
1943.....	10	7	32	25	124	46	304	95	483	81	463	46	292	19	142	10	58	3	24	0	1,932	332
1944.....	12	20	51	49	181	113	494	179	785	143	880	76	524	35	261	6	102	3	39	0	3,329	624
1945.....	17	11	74	27	236	114	541	117	888	141	807	84	591	46	270	17	104	3	47	1	3,575	561
1946.....	10	11	40	30	267	101	669	160	922	137	883	90	563	28	290	7	88	2	66	1	3,798	567
1947.....	6	4	43	28	262	128	757	194	1,189	179	909	106	531	40	273	11	101	0	36	0	4,107	690
1948.....	4	6	51	29	298	142	770	223	1,146	193	1,073	136	746	63	395	32	202	7	125	3	4,810	834
1949.....	10	11	82	53	380	159	901	264	1,287	223	1,264	157	916	63	499	27	258	16	215	2	5,812	975
TOTAL.....	76	77	399	280	1,866	908	4,783	1,373	7,211	1,225	6,745	762	4,452	330	2,327	122	981	37	596	8	29,436	5,122

TABLE IV.—Shows I.Q. of Pupils compared with Results of Matriculation Certificate Examination over a period of 4 Years. 1949.

	-90.		90-94.		95-99.		100-104.		105-109.		110-114.		115-119.		120-124.		125-129.		130+.		Total.	
	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.
1946.....	0	1	3	1	12	15	54	41	146	64	288	60	294	34	214	18	127	7	113	4	1,251	245
1947.....	0	1	2	0	11	7	35	35	195	64	347	102	403	61	356	27	210	20	210	14	1,769	331
1948.....	0	0	0	0	3	0	13	11	91	30	161	40	171	37	150	14	87	10	77	2	753	144
1949.....	0	0	1	1	11	10	59	34	297	79	427	104	474	61	403	33	236	17	191	6	2,099	345
TOTAL.....	0	2	6	2	37	32	161	121	729	237	1,223	306	1,342	193	1,123	92	660	54	591	26	5,872	1,065

TABLE I.—I.Q. *Distribution and Careers Followed.*

Without VI:—

(a) *Girls.*

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Trades.....	—	3	—	—	—	—	—	3
2. Whereabouts unknown..	2	17	19	10	—	—	—	48
3. Café work.....	—	—	—	2	—	—	—	2
4. Factory work.....	—	5	6	—	—	—	—	11
5. Assist at home.....	—	3	13	4	—	—	—	20
6. Clerical work.....	—	1	1	—	—	—	—	2
7. Unclassified work.....	—	1	—	2	—	—	—	3
8. Post Office.....	—	1	—	—	—	—	—	1
9. Seek work.....	—	2	—	—	—	—	—	2
10. Nursing.....	—	—	—	1	—	—	—	1
11. Work unknown.....	—	2	4	1	1	—	—	8
12. Shop assistants.....	—	4	6	3	—	—	—	13
TOTAL.....	2	39	49	23	1	—	—	114

(b) *Boys.*

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Trades.....	—	6	14	3	—	—	—	23
2. Whereabouts unknown..	—	10	14	3	2	—	—	29
3. Farming.....	1	1	2	1	—	—	—	5
4. Factory work.....	—	—	2	—	—	—	—	2
5. Clerical work.....	—	2	—	—	—	—	—	2
6. Mining.....	—	1	—	—	—	—	—	1
7. Unclassified work.....	—	2	1	—	—	—	—	3
8. Post Office.....	—	3	3	2	—	—	—	8
9. Seek work.....	1	3	1	1	—	—	—	6
10. Railway work.....	1	3	3	—	—	—	—	7
11. Work unknown.....	2	7	6	—	—	—	—	15
TOTAL.....	5	38	46	10	2	—	—	101

TABLE II.

With Std. VI.

(a) *Girls.*

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Trades.....	—	—	7	5	2	—	—	14
2. Whereabouts unknown..	—	18	56	34	4	—	—	112
3. Café work.....	—	2	4	2	—	—	—	8
4. Printing.....	—	1	1	2	—	—	—	3
5. Factory work.....	—	16	9	7	—	—	—	32
6. Photography.....	—	1	—	—	—	—	—	1
7. Assist at home.....	—	18	50	37	7	—	—	112
8. Clerical work.....	—	9	9	7	2	—	—	19
9. Unclassified work.....	—	2	5	2	—	—	—	9
10. Post Office.....	—	3	10	5	—	—	—	18
11. Seek work.....	1	2	6	—	—	—	—	9
12. Railway work.....	—	4	4	3	—	—	—	11
13. Public Service.....	—	1	2	1	—	—	—	4
14. Nursing.....	1	2	4	1	—	—	—	8
15. Work unknown.....	1	11	38	13	2	—	—	65
16. Shop assistants.....	—	7	26	11	1	—	—	45
TOTAL.....	3	87	232	130	18	—	—	470

(b) Boys.

	-80	-90	-110	-120	-120	-130	130+	Total.
1. Trades.....	3	48	103	66	6	—	—	226
2. Whereabouts unknown..	3	10	49	33	15	1	—	111
3. Farming.....	—	5	28	13	—	—	—	46
4. Printing.....	—	—	—	2	—	—	—	2
5. Factory work.....	—	1	10	8	—	—	—	19
6. Assist at home.....	—	1	—	1	—	—	—	2
7. Clerical work.....	—	4	5	7	—	—	—	16
8. Municipality (work).....	1	—	—	—	1	—	—	2
9. Mining.....	—	2	8	1	—	—	—	11
10. Unclassified work.....	—	3	3	4	—	—	—	10
11. Police.....	—	—	3	—	—	—	—	3
12. Post Office.....	3	9	23	15	2	—	—	52
13. Seek work.....	1	5	23	5	—	—	—	34
14. Railway work.....	2	31	59	19	—	—	—	111
15. Public Service.....	—	—	2	1	—	—	—	3
16. Defence.....	—	1	4	4	2	—	—	11
17. Work unknown.....	—	21	46	22	3	—	—	92
18. Shop assistants.....	—	1	2	1	—	—	—	4
TOTAL.....	13	142	368	212	29	1	—	755

TABLE III.

With Std. VII.

(a) Girls.

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Trades.....	—	—	5	15	—	—	—	20
2. Pharmacy (counterhand).....	—	—	1	2	1	—	—	4
3. Banks.....	—	—	2	7	1	—	—	10
4. Whereabouts unknown..	—	7	42	75	10	1	—	125
5. Library.....	—	—	5	4	1	—	—	1
6. Café work.....	—	—	2	2	1	—	—	5
7. Printing.....	—	2	9	7	2	—	—	20
8. Factory work.....	—	—	1	—	—	—	—	1
9. Photography.....	—	—	—	—	—	—	—	—
10. Assist at home.....	—	5	30	63	14	2	—	114
11. Clerical work.....	—	1	16	36	5	—	—	58
12. Unclassified work.....	—	—	6	6	5	—	—	51
13. Post Office.....	—	—	18	28	5	—	—	51
14. Seek work.....	—	—	4	3	—	1	—	8
15. Railway work.....	—	—	1	5	2	—	—	8
16. Public Service.....	—	1	3	6	—	—	—	10
17. Nursing.....	—	—	9	14	3	—	—	26
18. Work unknown.....	—	1	23	27	6	—	—	57
19. Shop assistants.....	—	1	16	14	3	—	—	34
TOTAL.....	—	18	193	305	55	4	—	575

(b) Boys.

	-80	-90	-110	-110	-120	-130	130+	Total.
1. Trades.....	—	8	83	152	31	2	—	276
2. Banks.....	—	—	—	1	1	—	—	2
3. Whereabouts unknown..	—	1	32	60	30	1	—	124
4. Farming.....	—	5	19	30	3	—	—	57
5. Printing.....	—	—	1	—	1	—	—	2
6. Factory work.....	—	2	4	4	3	—	—	13
7. Clerical work.....	—	1	6	16	6	—	—	29
8. Municipality (work).....	—	—	2	4	1	—	—	7
9. Mining.....	—	—	6	13	—	—	—	19
10. Unclassified work.....	—	—	3	7	1	—	—	11
11. Police.....	—	1	1	10	1	—	—	13
12. Post Office.....	—	1	11	21	2	—	—	35
13. Seek work.....	—	1	10	16	4	—	—	31
14. Railway work.....	2	3	35	39	7	2	—	88
15. Public Service.....	—	—	3	3	—	—	—	6
16. Defence.....	—	1	3	4	4	—	—	13
17. Work unknown.....	—	2	15	37	9	1	—	64
18. Shop assistants.....	—	—	4	5	3	—	—	12
TOTAL.....	2	26	238	422	107	6	1	802

TABLE IV.

With Std. VIII.

(a) Girls.

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Trades.....	—	—	2	9	5	1	—	17
2. Pharmacy (counterhandy).....	—	—	—	2	5	—	—	7
3. Banks.....	—	—	8	36	24	6	2	76
4. Whereabouts unknown..	—	—	22	90	60	6	1	180
5. Farming.....	—	—	1	—	—	—	—	1
6. Café work.....	—	—	—	1	1	1	—	3
7. Printing.....	—	—	5	—	1	—	—	6
8. Factory work.....	—	—	—	7	1	—	—	8
9. Photography.....	—	—	—	1	3	—	—	4
10. Assist at home.....	—	1	21	110	32	3	—	167
11. Clerical work.....	—	—	26	112	61	15	1	215
12. Unclassified work.....	—	—	—	4	6	—	—	11
13. Post Office.....	—	—	20	75	40	3	1	138
14. Seek work.....	—	1	3	20	3	—	—	27
15. Railway work.....	—	—	5	14	8	—	—	27
16. Public Service.....	—	—	9	52	36	6	—	104
17. Nursing.....	—	1	11	51	25	1	—	87
18. Work unknown.....	—	—	17	32	19	1	—	69
19. Shop assistants.....	—	—	5	16	12	2	—	35
TOTAL.....	—	3	155	632	342	45	5	1,182

(b) Boys.

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Trades.....	—	2	39	155	87	9	2	294
2. Pharmacy (counterhandy).....	—	—	—	1	—	—	—	1
3. Banks.....	—	—	3	17	9	2	—	31
4. Whereabouts unknown..	—	1	11	77	64	8	—	161
5. Farming.....	—	1	20	49	29	4	—	103
6. Printing.....	—	—	2	6	2	1	—	11
7. Factory work.....	—	1	1	5	3	—	—	10
8. Clerical work.....	—	—	9	31	11	—	1	52
9. Municipality (work).....	—	—	—	3	4	1	—	8
10. Mining.....	—	—	3	10	6	1	—	20
11. Unclassified work.....	—	—	6	8	6	—	—	20
12. Police.....	—	—	8	18	8	—	—	34
13. Post Office.....	—	—	13	44	38	10	—	105
14. Seek work.....	—	—	13	30	15	—	—	58
15. Railway work.....	—	—	34	68	39	6	—	147
16. Public Service.....	—	—	2	9	3	—	—	14
17. Defence.....	—	—	4	12	8	—	—	24
18. Nursing.....	—	—	—	1	—	—	—	1
19. Work unknown.....	—	—	13	29	20	1	—	63
20. Shop assistants.....	—	—	—	9	5	2	—	16
TOTAL.....	—	5	181	582	357	45	3	1,173

TABLE V.

With Std. IX.

(a) *Girls.*

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Banks.....	—	—	—	3	3	2	1	9
2. Whereabouts unknown..	—	—	—	6	8	3	—	17
3. Assist at home.....	—	—	—	9	10	—	—	19
4. Clerical work.....	—	—	2	2	1	5	—	10
5. Unclassified work.....	—	—	—	1	—	—	—	1
6. Post Office.....	—	—	—	4	3	—	—	7
7. Railway work.....	—	—	—	1	1	—	—	2
8. Public Service.....	—	—	—	1	1	1	—	3
9. Nursing.....	—	—	—	5	6	1	1	13
10. Work unknown.....	—	—	—	2	1	1	—	4
11. Shop assistant.....	—	—	—	—	—	—	1	1
TOTAL.....	—	—	2	34	34	13	3	86

(b) *Boys.*

	-80	-90	-100	-110	-120	-130	130+	Total.
1. Trades.....	—	—	1	9	13	4	—	27
2. Pharmacy (counterhand)..	—	—	—	1	1	—	—	2
3. Insurance.....	—	—	—	—	1	—	—	1
4. Banks.....	—	—	—	3	7	1	—	11
5. Whereabouts unknown..	—	—	1	6	14	2	—	23
6. Farming.....	—	—	1	19	14	3	—	37
7. Printing.....	—	—	—	—	—	2	—	2
8. Factory work.....	—	—	—	1	1	—	—	2
9. Clerical work.....	—	—	1	8	13	6	2	30
10. Municipality (work).....	—	—	—	4	1	—	—	5
11. Mining.....	—	—	1	2	7	1	1	12
12. Unclassified work.....	—	—	1	—	3	1	—	5
13. Police.....	—	—	—	3	2	1	—	6
14. Post Office.....	—	—	—	1	2	—	—	3
15. Seek work.....	—	—	1	3	—	1	—	5
16. Railway work.....	—	—	—	4	4	1	—	9
17. Public Service.....	—	—	—	4	2	1	—	7
18. Defence.....	—	—	1	4	2	3	—	10
19. Nursing.....	—	—	—	—	1	—	—	1
20. Work unknown.....	—	—	—	5	6	1	—	12
21. Shop assistants.....	—	—	1	1	—	1	—	3
TOTAL.....	—	—	9	78	94	29	3	213

TABLE VI.

*With Std. X.**(a) Girls.*

	-100	-110	-120	-130	130+	Total.
1. Trades (apprentice).....	—	—	—	1	—	1
2. Trades (Technical College).....	—	—	2	1	—	3
3. Pharmacy (apprentice).....	—	1	2	4	3	10
4. Banks.....	—	6	17	2	—	25
5. Whereabouts unknown.....	—	4	14	14	3	35
6. Librarianship.....	—	1	—	3	2	6
7. Physiotherapy.....	—	1	—	3	2	6
8. Photography.....	—	—	2	—	—	2
9. Commercial Training.....	—	11	34	20	9	74
10. Domestic Science Training.....	—	1	5	8	—	14
11. Clerical work (not Public Service).....	—	4	17	13	8	42
12. Art (Technical College).....	—	—	4	2	3	9
13. Agricultural College.....	—	—	1	—	—	1
14. Municipal Service.....	—	—	2	1	—	3
15. Music and Singing.....	—	1	1	3	—	5
16. Teaching (excluding University).....	1	57	146	73	9	286
17. Unclassified.....	—	—	—	2	1	3
18. Post Office.....	—	1	1	—	—	2
19. Radiography.....	—	1	5	6	3	15
20. Railways.....	—	—	—	1	—	1
21. Public Service.....	—	4	9	7	1	21
22. At home.....	—	4	10	1	—	15
23. Nursing.....	—	8	20	19	2	49
24. Work unknown.....	—	—	2	1	—	3
25. Shop assistants.....	—	—	—	2	—	2
TOTAL.....	1	105	294	187	46	633

(b) Boys.

	-100	-110	-120	-130	130+	Total.
1. Trades (apprentice).....	—	6	15	6	5	32
2. Trades (Technical College).....	—	—	2	2	—	4
3. Pharmacy (apprentice).....	—	4	13	7	—	24
4. Insurance.....	—	2	3	2	1	8
5. Banks.....	1	7	17	5	1	31
6. Whereabouts unknown.....	1	12	25	17	8	63
7. Printing.....	—	1	2	2	—	5
8. Physiotherapy.....	—	—	1	—	—	1
9. Photography.....	—	—	—	—	1	1
10. Commercial Training.....	1	—	—	—	1	2
11. Quantity Surveying.....	—	1	3	—	—	4
12. Journalism.....	—	1	1	—	—	2
13. Clerical work (not Public Service).....	—	15	31	20	2	68
14. Art (Technical College).....	1	1	2	1	—	5
15. Laboratory work.....	—	2	3	3	—	8
16. Agricultural College.....	—	6	4	2	—	12
17. Surveying.....	—	—	2	4	—	6
18. Municipal Service.....	—	2	4	5	1	12
19. Music and Singing.....	—	—	—	1	—	1
20. Mining.....	1	6	16	9	3	35
21. Teaching (excluding University).....	—	23	76	33	3	135
22. Unclassified.....	1	3	4	—	—	8
23. Ophthalmology.....	—	—	—	1	—	1
24. Auditor's Office (work).....	—	2	4	—	—	6
25. Farming.....	1	43	22	5	—	71
26. Police.....	—	1	3	1	—	5
27. Post Office.....	—	—	—	1	—	1
28. Law (Solicitor's Office).....	—	3	5	2	2	12
29. Accountancy.....	—	9	20	22	7	58
30. Railways.....	—	4	10	6	—	20
31. Steel Works.....	1	3	4	—	1	9
32. Public Service.....	—	16	26	22	2	66
33. At home.....	—	1	3	1	—	5
34. Defence (Military College).....	1	8	17	10	—	36
35. Work unknown.....	—	9	11	4	3	27
36. Shop assistants.....	—	2	3	1	—	6
TOTAL.....	9	193	352	195	41	790

TABLE VII.

*Pupils who Attend University.**With Std X.**(a) Girls.*

	-100	-110	-120	-130	130 +	Total.
1. University Study: Pharmacy.....	—	—	1	4	1	6
2. University Study: Architecture.....	—	—	—	—	1	1
3. University Study: B.A.....	—	2	20	14	7	43
4. University Study: B.Com.....	—	—	—	1	2	3
5. University Study: B.Sc.....	—	1	4	12	4	21
6. University Study: Occupational Therapy....	—	—	—	3	—	3
7. University Study: Librarianship.....	—	—	2	3	2	7
8. University Study: Dietetics.....	—	1	3	—	—	4
9. University Study: Medicine.....	—	—	4	3	1	8
10. University Study: Journalism.....	—	—	—	2	—	2
11. University Study: Art.....	—	—	2	5	—	7
12. University Study: Agriculture.....	—	—	—	1	—	1
13. University Study: Physical Education.....	—	1	3	2	—	6
14. University Study: Social work.....	—	—	8	8	3	19
15. University Study: Music and Singing.....	—	—	1	—	—	1
16. University Study: Unknown.....	—	4	6	8	5	23
17. University Study: Education (excluding Training College).....	—	3	9	16	9	37
18. University Study: Law.....	—	—	1	—	1	2
19. University Study: Veterinary Science.....	—	—	1	—	—	1
TOTAL.....	—	12	65	82	36	195

(b) Boys.

	-100	-110	-120	-130	130 +	Total.
1. University Study: Pharmacy.....	1	1	11	4	—	17
2. University Study: Architecture.....	—	1	2	9	3	15
3. University Study: B.A.....	—	3	10	15	6	34
4. University Study: B.Com.....	—	2	8	10	3	23
5. University Study: B.Sc.....	—	1	17	15	12	45
6. University Study: B.Econ.....	—	—	1	—	—	1
7. University Study: Medicine.....	—	4	31	27	10	72
8. University Study: Quantity Surveying.....	—	—	3	5	1	9
9. University Study: Engineering.....	—	3	20	19	13	55
10. University Study: Agriculture and Forestry.....	—	3	8	6	—	17
11. University Study: Surveying.....	—	3	4	2	—	9
12. University Study: Physical Education.....	—	3	2	—	—	5
13. University Study: Music and Singing.....	—	—	—	1	—	1
14. University Study: Unknown.....	—	8	22	17	2	49
15. University Study: Education (excluding Training College).....	1	1	10	8	4	24
16. University Study: Law.....	—	2	6	9	7	24
17. University Study: Dentistry.....	—	7	16	14	5	42
18. University Study: Theology.....	—	4	14	10	2	30
19. University Study: Veterinary Science.....	—	—	5	4	—	9
TOTAL.....	2	46	190	175	68	481

C. PUPILS RECEIVING VOCATIONAL TRAINING.

I.—TECHNICAL TRAINING.

*Pupils Classified According to I.Q.**(a) Girls.*

I.Q.	-80	-90	-100	-110	-120	-130	130+	Total.
Without VI.....	—	1	3	1	—	—	—	5
With VI.....	—	1	12	8	2	—	—	23
With VII.....	—	—	7	13	3	—	—	23
With VIII.....	—	—	1	—	4	—	—	5
With IX.....	—	—	—	—	—	—	—	—
TOTAL.....	—	2	23	22	9	—	—	56

(b) Boys.

I.Q.	-80	-90	-100	-110	-120	-130	130+	Total.
Without VI.....	1	7	6	3	2	—	—	19
With VI.....	2	15	84	126	42	4	—	273
With VII.....	—	1	18	29	12	2	—	62
With VIII.....	—	—	1	12	4	6	—	23
With IX.....	—	—	—	4	2	3	—	9
TOTAL.....	3	23	109	174	62	15	—	386

II.—COMMERCIAL TRAINING.

*Pupils Classified According to I.Q.**(a) Girls.*

I.Q.	-80	-90	-100	-110	-120	-130	130+	Total.
Without VI.....	—	2	9	10	3	—	—	24
With VI.....	—	7	15	120	65	12	—	258
With VII.....	1	1	18	106	56	6	—	188
With VIII.....	—	—	31	157	159	31	2	380
With IX.....	—	—	—	16	21	6	1	44
TOTAL.....	1	10	112	409	304	55	3	894

(b) Boys.

I.Q.	-80	-90	-100	-110	-120	-130	130+	Total.
Without VI.....	—	—	—	2	1	—	—	3
With VI.....	—	1	2	9	7	1	—	20
With VII.....	—	—	3	6	3	—	—	12
With VIII.....	—	—	2	17	13	6	1	39
With IX.....	—	—	—	2	7	4	1	14
TOTAL.....	—	1	7	36	31	11	2	88

III.—DOMESTIC SCIENCE TRAINING.

*Pupils Classified According to I.Q.**(a) Girls.*

I.Q.	-80	-90	-100	-110	-120	-130	130+	Total.
Without VI.....	—	—	1	1	—	—	—	2
With VI.....	—	3	10	10	2	—	—	25
With VII.....	—	—	1	3	—	—	—	6
With VIII.....	—	1	1	1	2	—	—	5
With IX.....	—	—	—	1	—	—	—	1
TOTAL.....	—	4	13	16	6	—	—	39

IV.—AGRICULTURAL TRAINING.

*Pupils Classified According to I.Q.**(b) Boys.*

I.Q.	-80	-90	-100	-110	-120	-130	130+	Total.
Without VI.....	—	—	—	—	—	—	—	—
With VI.....	—	—	6	6	2	1	—	15
With VII.....	—	1	2	2	1	—	—	6
With VIII.....	—	—	1	5	4	—	—	10
With IX.....	—	—	—	4	3	—	—	7
TOTAL.....	—	1	9	17	10	1	—	38

V.—ART TRAINING.

*Pupils Classified According to I.Q.**(a) Girls.*

I.Q.	-80	-90	-100	-110	-120	-130	130+	Total.
Without VI.....	—	—	—	—	—	—	—	—
With VI.....	—	—	—	1	—	—	—	1
With VII.....	—	—	—	1	—	—	—	1
With VIII.....	—	—	1	1	1	1	—	5
With IX.....	—	—	—	3	2	—	—	5
TOTAL.....	—	—	1	6	3	1	1	12

(b) Boys.

I.Q.	-80	-90	-100	-110	-120	-130	130+	Total.
Without VI.....	—	—	—	—	—	—	—	—
With VI.....	—	—	—	—	—	—	—	—
With VII.....	—	—	—	—	—	1	—	1
With VIII.....	—	—	1	1	—	—	—	2
With IX.....	—	—	—	—	—	—	—	—
TOTAL.....	—	—	1	1	—	1	—	3

CHAPTER VI.

REPORT OF THE PSYCHOLOGIST.

I. PSYCHOLOGISTS.

There are at the moment four serving psychologists. Two are attached to the Johannesburg School Clinic and are responsible for the cases which have to be tested and treated in the whole Witwatersrand and portions of the Eastern and Western Transvaal while the other two are attached to the Pretoria School Clinic and they have to manage mainly the work of Pretoria and the Northern Transvaal. The Chief Psychologist is *inter alia* also responsible for the inspection of the 87 special classes and for the organisation of the work.

Mr. A. P. Nel resigned as Psychologist at the beginning of August, ult., after rendering good service to this Section since October, 1944. We thank him for the valuable work he has performed. Mr. D. J. Louw was appointed in his place towards the end of the year.

2. STATISTICS.

The figures for 1946 are quoted as a basis for comparison in order to see whether the service has expanded and what the chances are for further expansion.

TABLE I.—Numbers.

	Rand Central.	East Rand.	West Rand.	Pretoria.	Rural Area.	Total.
1949.....	356	167	32	265	290	1,110
1946.....	375	236	31	214	271	1,127

The number of certified retarded children has remained practically constant, viz. 1,110 against 1,127 in 1946 with 86 classes at present as against 89 at that time. It should be noted that the East Rand shows an appreciable decrease, which can only be explained by the fact that the applications for the testing of children from this area have decreased considerably during the past few years. The reason for this cannot be explained. Pretoria shows an increase due to an increased concentration in the only two special schools in existence in the Transvaal viz. Mears Street and Daspoort.

It would therefore appear that the position is now becoming static and that the number of certified retarded children cannot be increased although the number of European pupils has increased by a few thousand during the past three years. The percentage retardation remains at 4·5 per cent of the primary school population. We must deduce from this that less than $\frac{1}{5}$ of the total number of potential retarded pupils is being separated from the rest of the school population and that between 5,000 and 6,000 of them still have to endure impossible competition with normal pupils in normal classes.

This situation must be attributed mainly to the acute shortage of classrooms and the result of a building programme which is seriously in arrears. In the light of this the prospects are not too bright and further development such as centralisation, the establishment of extra special classes and the erection of special schools in growing areas, where they are really needed, cannot be expected unless this problem receives priority and is tackled seriously.

TABLE II.—*Distribution According to Age.*

Age.	Rand Central.	East Rand.	West Rand.	Pretoria.	Rural Areas.	Total.
7-7.11.....	2	—	—	6	1	9
8-8.11.....	9	6	2	10	6	33
9-9.11.....	16	10	2	18	17	63
10-10.11.....	30	12	2	20	22	86
11-11.11.....	41	15	—	28	30	114
12-12.11.....	40	17	3	29	33	122
13-13.11.....	60	25	6	36	48	175
14-14.11.....	69	24	7	42	58	200
15-15.11.....	65	33	9	40	41	188
16-16.11.....	23	18	1	24	27	93
17-17.11.....	1	7	—	10	7	25
18-18.11.....	—	—	—	2	—	2
TOTAL.....	356	167	32	265	290	1,110
Average.....	13.3	13.7	13.6	12.10	13.5	13.4
1946.....	13.1	13.1	13.5	13.1	13.7	13.5

The work of the psychologists is, in some cases, hindered by the lack of co-operation on the part of teachers and principals in that all suspected retarded pupils in areas where special classes exist, are not always referred to us in good time.

TABLE III.—*Duration of Stay in Special Classes.*

	Rand Central.	East Rand.	West Rand.	Pretoria.	Rural Areas.	Total.
Less than 1 year.....	82	38	6	87	81	294
1-1.11 years.....	64	18	5	51	80	218
2-2.11 years.....	37	22	11	46	43	159
3-3.11 years.....	64	19	—	33	25	141
4-4.11 years.....	44	44	7	18	33	146
5-5.11 years.....	47	12	—	11	17	87
6-6.11 years.....	13	11	3	8	6	41
7-7.11 years.....	4	3	—	6	3	16
8-8.11 years.....	—	—	—	—	2	2
9-9.11 years.....	1	—	—	5	—	6
TOTAL.....	356	167	32	265	290	1,110
Average.....	2.11	3.2	2.9	2.5	2.4	2.8
1946.....	2.5	2.8	2.6	2.9	2.7	2.7

A comparison between the figures of Tables II and III shows that the average age of the whole group is 13.4 years while the average period which a pupil remains in the special class, is more than 2.8 years. That means that the children are on the average just over 11 years before they are referred to a special class. The number of children placed who are below 11 years, is only 188 or less than 17 per cent of the total. The number of children who have been in such classes for more than 5 years, is only 152 or less than 10 per cent. We wish to emphasize once again that we cannot expect much from the retarded child if separation and special methods are applied at such an advanced age.

TABLE IV.—*Distribution of I.Q.'s*

I.Q.	Rand Central.	East Rand.	West Rand.	Pretoria.	Rural Areas.	Total.
Unknown.....	16	8	2	8	5	39*
40-44.....	1	—	—	—	—	1
45-49.....	1	2	2	6	9	20
50-54.....	10	2	3	5	12	32
55-59.....	22	10	1	14	12	59
60-64.....	37	18	4	28	23	110
65-69.....	52	31	4	39	38	164
70-74.....	83	42	8	62	74	269
75-79.....	88	44	6	68	78	284
80-84.....	37	7	2	30	38	114
85-89.....	9	2	—	5	1	17
111.....	—	1	—	—	—	1
TOTAL.....	356	167	32	265	290	1,110
Average.....	71·7	69·9	67·5	71·1	71·0	71·1
1946.....	69·4	70·5	69·1	71·4	69·8	70·3

* Children already tested and placed but where no data have been received from the various schools.

Two arbitrary limits for placing retarded children are laid down, viz., 50 I.Q. for the lower limit and 80 I.Q. which is usually the upper limit. The I.Q. of a child is not the only criterion when it is placed in a special class but serious consideration is also given to such factors as emotional stability, behaviour, adaptability to the ordinary school syllabi and routine.

Children with I.Q. below 50 are usually excluded and they then become the charge of the Commissioner of Mental Hygiene. We sometimes experience difficulty with such children as they usually come from weak homes where parental control leaves much to be desired. If they are excluded they wander about and sometimes become a burden upon the community as the parents do not know what to do with them. These institutional cases should, after exclusion, be referred to such institutions as Witrand and Alexandria as soon as possible.

TABLE V.—*Teachers, Experience and Training.*

	Rand Central.	East Rand.	West Rand.	Pretoria.	Rural Areas.	Total.
Number of teachers.....	27	15	3	20	23	88
Number of classes.....	27	15	3	19	23	87
Number of children.....	356	167	32	265	290	1,110
Average number of pupils per teacher.....	13·6	11·1	10·7	13·3	12·7	12·6
Number specially trained.....	7	3	—	5	7	22
Average number of years experience.....	6·2	3·0	3·0	5·2	4·4	5·0

Inspection and Work in the Special Classes.

Due to the illness and resignation of psychologists, the inspection of the work could not be conducted properly. The appointment of a fourth psychologist has relieved the test work to a certain extent and I could therefore give more attention to inspection work. Each class is, as a rule, visited every second year and that is as much as can be done at the moment as these inspections involve each individual child.

The work done in the special classes varies from very good to poor and not much is above the average. The weakest work is still found in the

one-teacher class. The work of the two special schools is of a higher standard due to easier classification and more homogeneous groups.

The average number of children per teacher is 12·6, which is very low. This is caused mainly by the number of one- and two-teacher classes. The average number of pupils per teacher should be approximately 15.

The problem of the thoroughly trained teacher, equipped with a certain degree of remedial knowledge and ability, appears to be insurmountable. Only 22 out of the 88, or 25 per cent, were specially trained for the work but even training is not always a guarantee of good work. There are a number of temporary and untrained teachers and some of them render excellent service.

It seems that these teachers have to cope with a multitude of difficulties. To a questionnaire as to which part of the work gives them most difficulty, there were as many replies as teachers. It seems that Reading provides the greatest difficulty followed by Arithmetic, learning and mastering the Second Language and finally the incalculability of the behaviour of the retarded child. Another difficulty is practical training in the one-teacher class as the lack of specific ability on the part of the teacher is often a considerable handicap. Nothing positive may be expected where a male teacher has to train bigger girls or a female teacher bigger boys.

For all that the special class provides a definite need as indicated by the following table:—

TABLE VI.—*Result of Time Spent in the Special Class.*

	Rand Central.	East Rand.	West Rand.	Pretoria.	Rural Areas.	Total.
Number of problem cases in classes which need treatment.....	36	6	1	30	16	89
Number of problem cases which have improved since being placed.....	106	36	15	81	36	274
Number of children who have benefited from classes.....	302	152	32	254	253	993
Number who have to be transferred back to a normal class.....	7	2	—	—	7	16
Number who could not be educated.....	16	6	5	24	26	77

The fact that the behaviour and adjustment of so many children in those classes have improved, must make one less sceptical of the standard of the scholastic work as we are here concerned with children who not only show a lack of mental ability but who often have inherent deformed personalities or who often develop deformed personalities in the normal classes. These classes are therefore also responsible for the rehabilitation of these deviate children and often succeed in rehabilitating them.

Clinical Work and Child Guidance.

Whilst we concentrated in the past mainly on the testing and certifying of pupils, we have become more and more impressed by the necessity of treating numbers of non-retarded pupils with behaviour disabilities and emotional disturbances and this has accentuated the question of child guidance. The scope of the work is increasing steadily and does not only include toddlers and children of the primary school population but more and more high school children; even matriculation pupils make use of

this service. Apart from children who have been reported to parents, we have intensively treated 35 cases in 104 sessions during the past year. This forms but a small portion of what is to be expected but we have to continue giving priority to the testing of children as we may not allow the number of special classes to drop.

In order to be a success, child guidance must be conducted in clinics properly equipped for the purpose. The equipment is scanty in both the Johannesburg and Pretoria clinics and the space as well as the opportunities for play therapy very limited. Consequently we have to limit ourselves to cases which will react quickly to treatment.

The conditions in Pretoria are very promising if the intentions of the authorities can be put into practice. Provisional plans for the new clinics have already been submitted repeatedly for scrutiny. But unless a hostel is erected attached to the clinic to enable us to concentrate on the treatment of the rural child, at least for a time, such services will be limited to the children of Pretoria and Johannesburg who live within easy reach of the clinics.

Most of the treatment of children is now carried out in co-operation with teachers of special classes and the medical inspectors of schools mentioned in a previous paragraph.

In terms of Act No. 9 of 1948 a temporary allowance of £1,000 is granted to the "Child Guidance Clinic" by the Administration. This is already more than the salary of one of the assistant psychologists who would be in full-time employment and able to give his full-time attention to schoolgoing children. But whilst an increase of staff at both clinics cannot be aimed at at this juncture due to lack of accommodation, there are more and more private clinics, who apply for assistance in the treatment of children which we cannot undertake ourselves. The question may be asked whether we are in this way spending our money in the most advantageous manner for the welfare of the child.

Act No. 9 of 1948.

The most important documents published on the training of the backward child during the past few years, are—

the Inter-Departmental Report on Handicapped Children, Act No. 9 of 1948; the De Villiers Report.

The first-named has already been mentioned in a previous report. Act No. 9 was promulgated to *implement* the recommendations of this report. This act embraces mainly the erection of special classes and schools, the compulsory attendance of special classes or schools by certified handicapped children, further attendance by such children after having passed the limits of the usual compulsory attendance, the establishment of clinics and the treatment of children with behaviour disabilities.

We notice in this act for the first time a definition of the term "special education" determining the ordinary cultural education, vocational guidance, and vocational education and laying down that it shall mean training in commerce, agriculture, domestic science or any other trade or industry. This step now breaks down the traditional barriers which have always separated the work of our Department and that of the Union Education Department and we are now given the right to train and equip all handicapped children, excluding deaf, blind and epileptic children, as

fully as possible technically. This will give much more meaning to the training of the backward child and will also banish the dislike which so many parents have of the separation and training of such children.

As technical teaching, including the equipment and the trained technical staff, is an expensive item involving considerable expense, we will be compelled, if we are serious, to introduce greater centralisation and to establish large residential schools with the necessary staff and workshops. The two existing schools at Pretoria do not fulfil this purpose at present. They will have to be extended and provided with the necessary equipment and such schools will perforce have to be established on the East Rand, Rand Central, West Rand, Potchefstroom and later perhaps also at Vereeniging.

I have already stressed in my previous report the undesirability of exempting pupils too soon from compulsory school attendance. Applications for the early exemption of these children are still too numerous in Johannesburg. As the training becomes more efficient we should ensure that most of the retarded children are cared for in these schools up to their nineteenth year.

The result of that portion of the Act which makes provision for this, has not yet become noticeable in our special classes and schools as the number of children above 16 amounts to only 120 or 10 per cent of the aggregate of certified pupils. But it is, on the other hand, not desirable to continue assisting these children in some special classes if we cannot offer them anything worthwhile.

The De Villiers Report.

As far as the retarded children are concerned, this report was based on the recommendations of the Inter-Departmental Report on Handicapped Children. The most far-reaching alteration which they recommend is the transfer of the retarded child to the proposed new Junior High School. In other words, special schools for retarded children are not recommended. Experience has already taught us that the complete separation of the retarded child, not only in classes but in separate schools erected especially for the purpose, should be carried out as soon as possible as this offers the best training. It would further appear that the special class attached to an ordinary school, even the proposed new Junior High School, remains an appendix, and the prejudice of so many parents against the special class, would only be confirmed.

Scholastic Tests.

The publication of a series of language tests in both official languages has now enabled the Department to obtain a more accurate estimate of the standard of our children in these subjects. Similar tests in Arithmetic have been in existence for a long time and are also used fairly extensively. It is the intention of the Bureau of Educational and Social Research to compile a series of diagnostic tests in these basic subjects similar to the tests published by Schonell in England. This should prove of great value.

If tests could be compiled in the cultural subjects, our means of testing would be quite adequate, but this cannot be done under the present

circumstances because the contents of the syllabi are not the same everywhere for the same standards and because the various parts of the syllabi are followed too arbitrarily and vary too much from school to school. It would be advisable for the Department to give its serious attention to the solution of this problem with a view to facilitating this portion of the work.

The allocation of points, appearing on the Ed. Lab. card, is sometimes so incompatible and inconsistent that one is sometimes at a loss to know how to interpret these points and how much value to attach to them. It is often evident that the evaluation of the attainment of the children is in inverse proportion to their actual ability and this often gives the psychologists a great deal of trouble in certifying children. A systematic appreciation of such standardised tests would assist in arriving at an evaluation of the attainment of the children.

Adaptation Classes.

This question has already been dealt with a number of times in previous reports. As a matter of fact G.C. 28/1940 also emphasised the importance of such classes. I do so again as it is of vital importance to the scholastically retarded pupil. We meet such pupils who are scholastically needy everywhere in our work and due to lack of opportunities, the special class is often recommended for such rehabilitation work. It is not its function as it is not suited for such work, but we always feel that we must do something as so many of these children are handicapped in the ordinary classes.

It would be wise for the Department to give serious attention to this important matter, as the behaviour disabilities of many children have their origin here and the early treatment in separate classes will indeed bring many of them back on the right road and assist them to function properly.

New Surveys.

The survey of the Zeerust, Zwarttruggens, Koster, Groot Marico and Schuinsdrift areas, as instructed, has also been completed. It would appear that there are quite a number of retarded children in these areas and that there would be sufficient, without further centralisation, to establish classes at Zeerust, Koster, Groot Marico and Zwarttruggens but the lack of accommodation has made it impossible to have all of these classes. One has been formed at Zwarttruggens and two in the Central School at Groot Marico.

A similar survey was also carried out in the Brits group of schools. Every little school on the settlement has its quota of retarded children which is usually too small for a separate class but which impedes the work in the ordinary classes.

There are altogether approximately 90 retarded children in this area. Unless they are concentrated on such centrally situated places as Sonop and Brits, there will be little opportunity for suitable training for these children.

CHAPTER VII.

REPORTS OF SUPERVISORS OF SPECIAL SUBJECTS.

(1) ART AND CRAFTS.

Supervisors: MISSES J. C. BENADE, D. J. HATTINGH, A. S. LOUW AND L. SEABROOK.

A. General.

In the Transvaal, Art and Crafts is a comparatively recent innovation, whilst it has already been established in other countries taking the lead in education.

The object of Art and Crafts is closely allied to that of education in general, namely the harmonious development of the whole personality. It aims at a well-balanced entity. Creative art is of importance to the child in order to give expression to its emotions and creative impulse and for this reason Art and Crafts ought to take an important place in the school curriculum. It is often said that Art and Crafts is a waste of time, but as a school subject it is just as important from an educational point of view as any other subject, as the child is thereby enabled to extend and enrich its knowledge and experience. At the same time it affords pleasant recreation from routine work for the child. The joy and happiness experienced in self-activity and the pride of self-achievement is invaluable in the development of the child.

B. Findings.

(a) There is progress to be observed in the schools which are visited repeatedly. Judging from work displayed at exhibitions and competitions in art, one cannot but conclude that the subject is being developed and extended.

(b) The following defects are found at schools:—

- (1) Too little original juvenile art as a result of adjudication according to the adult standard. Juvenile art is being undermined and the spontaneous expression of the child is being hampered. Consequently artificial results are produced.
- (2) Templates and stencils are often designed and cut out by the teacher while this should be done by the child.
- (3) South African motifs are not sufficiently used, while the "Crinoline Lady", "Jacobean" design, snow scenes, Mickey Mouse, etc., are found in excess.
- (4) There is not sufficient application of own designs on needlework, leatherwork and the other crafts. Furthermore use should be made of fingerpainting and other methods of pattern-making for book-covers, almanacs, lamp-shades, etc.
- (5) There is lack of knowledge of colour theory in the higher classes.

- (6) Where possible there should be more correlation.
- (7) Work on the class-room walls signifies lack of taste either by way of bad arrangement or overcrowding. Often there is nothing at all.
- (8) Defective use of the Department's library.
- (9) Representative reproductions of South African artists, as well as Old Masters, should be encouraged at schools.
- (10) Where art rooms are available, they are often used as ordinary classrooms and therefore do not serve the purpose.
- (11) Owing to lack of material at the Provincial stores, the work suffers appreciably and the enthusiasm and inspiration of the teachers are damped.

C. Co-operation.

(a) *Inspectors of Education.*—The support of the Inspectors is greatly appreciated and contributes much to the furtherance of the subject.

(b) *Normal Colleges.*—A step in the direction of better co-operation with the lecturers of the colleges concerned has been made by means of a joint meeting and it is hoped that this will become a yearly institution in order to keep in touch with one another. The exhibitions and short courses of these institutions are very valuable.

(c) *Schools.*—It is encouraging that there are schools which have not allowed their enthusiasm to wane despite difficulties as regards material and have continued to work in the interests of the child, and have held exhibitions in their schools and co-operated in order to make joint exhibitions and competitions in art a success.

D. Time.

The time prescribed for Art and Crafts is a minimum of two hours per week. Schools are still to be found not complying with this regulation.

E. Number of Schools per Supervisor.

The average number of schools per supervisor is approximately two hundred. As this number indicates, justice cannot be done to all schools.

(2) DOMESTIC SCIENCE.

Supervisors: MISS S. H. BOTHA AND MISS E. M. HALES.

The views expressed in the detailed report of 1947 on the instruction of Domestic Science in Departmental schools still prevail. It appears that girls show an increasing amount of interest in this very important subject, which not only forms the basis of their personal lives, but is also the foundation on which our future nation is to be built.

Domestic Science comprises a comprehensive course which is adversely influenced by the factors of time and large classes and it is therefore impossible to make allowance for individual differences in girls. As a result the considerable expense incurred by the creating of the necessary facilities for the instruction of Domestic Science is often not justified. Pupils can only be kept occupied instead of their receiving

instruction. The development of complete personality and the cultural aspect of the instruction of Domestic Science are therefore lost.

Although it is possible to adapt the existing suggested syllabuses in such a way that they cater for the needs of the pupils who show theoretical and practical aptitude, it is still impossible to devote sufficient continuous time for successful instruction to pupils as a result of the grouping of compulsory choice of subjects. Pupils who show practical aptitude are the only ones who are most adversely affected. The instruction of Domestic Science should not consist merely of the dissemination of facts: the pupils should be given the opportunity of applying those facts practically.

Instruction in this subject is at present given in 75 high schools, 45 group II schools (primary schools with secondary classes) and 4 coloured schools.

Approximate number of girls attending classes in domestic science:—

High schools and group II schools	23,000
Coloured schools	750

The fact that domestic science is still, although to a lesser degree, being regarded as a subject suited merely to those mentally and materially handicapped is the very reason why the lesser privileged form such a large group of our nation.

Lack of family life and cultural development, ill-health, unwise spending of income on food and clothing, which cause such a large part of our population to become a burden on the State, are all the result of the fact that mothers did not have privilege of receiving instruction in domestic economy and in the upbringing and support of their families. Comprehensive training in schools and educational institutions will therefore eliminate the need for adult education. The necessity of the instruction of girls in this very important subject cannot be too highly stressed.

The new Departmental policy in connection with adaptation groups proves that vocational instruction is important to most of the pupils. This instruction will assist them to find purposeful direction in life, and it should, if properly applied, develop self-confidence in themselves.

STAFF.

As a result of the application of the new policy and the grouping of high schools and group II schools (primary schools with secondary classes) the demand for domestic science teachers has practically doubled. It appears, however, that there is a decrease in the number of students taking a university course in domestic science, for a future vocation, at Pretoria and Potchefstroom and those who do so, are employed by the Department of Agriculture where their duties and responsibilities are fewer and their salaries higher.

The period of training of specialised domestic science teachers at the training colleges, which will be extended from one to two years, with effect from 1952, will perhaps relieve the situation but will not in the least meet the growing need of domestic science teachers.

From 1953, domestic science will no longer be accepted as an alternate science, and this fact prevents pupils, who are really interested in domestic science, from following a university career, solely because

pupils, who are mentally handicapped, are not encouraged to include a scientific subject in their choice of subjects. This will also be one of the reasons why there will be fewer graduated domestic science teachers available for high schools in future.

COURSES AND SYLLABUS.

The change of syllabus, as proposed and recommended by a committee, has already been effected, and the amended syllabuses are now in use. The proposed syllabus for Stds. VI to VIII is on the whole, well-balanced, and should, under favourable circumstances, give good results. The syllabus for Stds. IX and X is unfortunately less satisfactory. For example, it is realised how impossible it is to teach physiology as a complete subject and to give the pupils a clear conception of the structure of the human body, if the skeletal, muscular, and nervous systems, as well as the sense organs, are omitted from the syllabus. Many of the functions of the body and the basic principles of health, are at least based on the structure of the human body. The first aid and home nursing courses are too elementary to be of any practical value.

The course for non-equipped domestic science classrooms is not proving very successful and it only affords a very imperfect training for girls. Since junior high schools have been abolished, this course has in several schools merely existed as an emergency measure until such time as provision is made for domestic science classrooms.

The syllabus for coloured schools should be modified in such a way as to be adapted to the improvement of the coloured person's family life and living conditions, because these pupils leave school before or after passing Std. VIII and are employed by factories or as domestic servants.

DOMESTIC SCIENCE CLASSROOMS AND EQUIPMENT.

Domestic science classrooms, built according to the type plan drawn up by a departmental committee, provide to a very great measure, though not completely, for the needs of the comprehensive domestic science syllabus. Often, however, the deviations from the type of plan have been so extensive as to be detrimental to the instruction of pupils. If the plans for the erection of new domestic science classrooms were first submitted to the supervisors concerned for comment and recommendations, a great deal of expense could be avoided. This round-about way could even be eliminated if the type-plan could first be reconsidered by a committee, so that new domestic science classrooms could then be erected without deviating from essential recommendations, which are so important in the saving of time and space, and the conservation of strength and energy of both teachers and pupils. Experience and the use of a classroom have taught us that several improvements and alterations in classroom plans are imperative. In some classes an appreciable sum of money would be saved and, on the whole, better use would be made of the classroom. The pupils have, however, much to be thankful for when the modern, spacious, hygienic and airy classrooms are compared with the former domestic science classrooms.

If departmental instructions and regulations are complied with sufficient consumable stock and equipment are available. In many cases the use of equipment and the issuing of material demands more care and attention.

(3) MANUAL TRAINING.

Supervisors: MESSRS. D. J. G. SMIT, R. C. H. TAYLOR, B. J. VERMOOTEN
AND J. A. J. V. WELIE.

With a few exceptions all secondary schools in the Province are now equipped for manual training, which is taught from Std. VI and is taken as an examination subject except in certain high and intermediate schools.

Benchwork.—The general standard is regarded as very satisfactory despite difficulties encountered in the supply of equipment and material of grades suitable for use by adolescents.

Variety in the work in the senior classes continues to yield good results at the hands of experienced teachers, though it is to be recorded that several schools have reverted to a formal system throughout. Even in well-equipped schools, metalwork still receives comparatively little attention—a state of affairs attributable only in part to the present shortage of material. In a period of expansion in the country's heavy industries, the trend in manual education may reasonably be expected to veer towards the use of metals rather than timber, especially as the indigenous resources are rather poor. Teachers are therefore being urged to introduce more metalwork into the schemes for senior classes. The possibility of treating forgework as a "parallel" activity is also being stressed.

Most secondary schools are now equipped with complementary power-driven machines and it is gratifying to note the very good use to which these are being put. The general standard of woodturning, for example, has been substantially raised, while the circular saw has largely eliminated the time and labour involved in preparing material for large classes. Several schools have acquired welding plants at their own expense. The variety in the work was hereby enhanced with impressive results.

A handicap reported by many schools, lies in the admission to Std. VII of pupils from rural areas without any previous training in the subject.

Drawing.—On the whole a slight falling-off in the standard is noted. This may be attributed in part to the fact that many schools proceeding to Std. VIII have now been exempted from the external Junior Certificate Examination. In these cases there is an understandable tendency to devote as much time as possible to benchwork, at the expense of other branches of the subject. Certain portions of the syllabus e.g. developments and sections, generally receive little attention. The introduction of a sub-minimum should act as a corrective in those cases where the external examination is written.

The desirability of attaining greater uniformity in this branch of the work has already been mooted. It is hoped that a set of simple rules, based on standard drawing work, will be published in due course as a guide to teachers.

Theory.—The general standard is regarded as satisfactory, though in the junior classwork the tendency to overlook desirable contacts with other subjects of the curriculum persists. This is in the main attributable to an excessive and compulsory application of this principle of the subject in the past and should right itself of its own accord.

Most teachers are in possession of extensive notes culled from various sources and these notes are usually placed at the disposal of candidates for the examination. It is, however, suggested that a more general use of suitable textbooks by the pupils should be encouraged.

Syllabus and Schemes of Work.—The present syllabus in this subject was framed on the basis of a rather more liberal allocation of time than is the case to-day. The curtailment in recent years of the number of weekly periods available greatly handicaps teachers who are expected to prepare pupils for the examination.

It is, however, clear that examiners have borne this fact in mind when setting papers.

For several years in the past approval of schemes of work has been the responsibility of the Supervisor. Requests for the revision of obsolete schemes have met with satisfactory response from teachers and a general improvement in standard is to be recorded.

Recent instructions issued by the Department now place this responsibility on the school principals; supervisors will, in the course of their periodical visits, render such assistance as is practicable.

Examinations.—The system of internal practical examinations, introduced in 1943, continues to function satisfactorily. The standard of the tasks prepared by individual teachers is generally speaking of a high order and it is considered that the latter have efficiently discharged the additional responsibilities which the present method imposes.

An obvious weakness in the system lies in the difficulty of maintaining a uniform standard throughout the Province.

The number of high schools offering manual training as a subject has increased to 37, the number of candidates writing this subject in December, 1949, being 374.

More junior high schools and school farms were exempted from the Junior Certificate Examination during the period under review.

Equipment and Consumable Supplies.—The general position in respect of tools and machines has deteriorated as a result of import control. With the important exceptions noted below, supplies of consumable materials are on the whole satisfactory.

The timber generally supplied to schools is still of a somewhat inferior quality and merchants show reluctance to quote for the special sizes in demand.

Difficulty is also experienced in obtaining mild steel in the sizes ordered.

With the re-imposition of import control there seems little likelihood of improvement for some time to come.

Prices unfortunately continue to rise and smaller schools experience difficulty in obtaining their essential requirements on the present financial allocation.

The expansion of the Provincial Stores to provide more fully for the requirements of this subject, and the issue by the Department of a price-list (T.E.D. 169) represent important steps in the reversion to normal conditions.

It is understood that a considerable quantity of hand tools have been purchased from other Government Departments, while the Provincial Buying Commission has succeeded in purchasing a number of electric motors overseas. The latter have largely been supplied to schools for the operation of machines. Much obsolete and worn equipment is still in use, and the replacement thereof will, however, not be affected for some time to come. Losses through burglary present a further problem, retarding the work in the schools concerned.

During the period under review a considerable number of locally manufactured woodwork benches was made available to schools by the Controller of Provincial Stores.

Buildings.—It can reasonably be stated that the most urgent building requirements were met after the war. There has consequently been a considerable decrease in the number of new workshops erected during 1948-49.

Many of the older rooms have been improved by providing them with fixtures according to specifications approved by the Department in 1946. Considerable delay has, however, been experienced in the installation of electric light and power plugs for machines and some of the larger schools still lack these facilities.

In several recently erected schools no provision has been made for heating in manual training rooms despite the existing centralised system serving the remainder of the school. In representations to the Department the fact was stressed that in a balanced course of training, drawing and theory lessons were conducted at regular intervals throughout the year. On such occasions artificial heating was as necessary in the workshop as elsewhere in the school. This viewpoint has now been accepted and the matter referred to the Administration's Buildings Branch for further action.

Staffing.—Despite the substantial number of teachers that qualified in recent years, to teach this subject, difficulty is often experienced in filling vacancies. From this it must be inferred that many suitable recruits fail to apply for appropriate posts and are thus lost to this branch of the service. This view is corroborated by the regular employment of pensioners for some years past.

In the congested Johannesburg circuit particularly, it seldom happens that assistance can be made available to teachers when large groups are in attendance. Difficulty is experienced in obtaining substitutes for teachers proceeding on leave and the manual training sections are from time to time closed for an entire term for this reason. The seconding of teachers from permanent posts has been resorted to in several instances. In view of these factors the staffing position cannot be regarded as wholly satisfactory.

It is gratifying to be able to report that many of our senior teachers have been awarded A posts, while three have been promoted to vice-principalships and one to a principalship.

The resignation of Mr. B. J. Vermooten, Supervisor of Area B, took effect in December, 1949.

It is understood that this post will now be abolished, the schools affected being absorbed into the three remaining circuits.

Teacher Training.—Full-time courses were held at the Pretoria and Johannesburg Teachers' Colleges, while Coloured and Indian teachers were offered two-yearly part-time courses at the Eurafrican training institutions in these centres.

Under the auspices of the Institute of Handicraft Teachers, courses in oxy-acetylene welding and fitting and turning were held during October, 1949. The attendance from all parts of the Province was very good.

These efforts to raise the general standard of instruction have as a matter of course been supplemented by the Supervisors concerned in their routine visits to schools. In the rural areas particularly, posts are held by teachers lacking training and experience. In such cases it is essential that they receive individual tuition.

Primary Schools.—In those schools attempting to introduce light woodwork as a subsidiary sub-division of the Art and Crafts course, the work is on the whole satisfactory, due allowance being made for the many difficulties involved. Commendable reports were in fact obtained from the very small group of schools where conditions are favourable. Generally speaking, however, lack of suitable accommodation and equipment has militated seriously against progress in this field. Pending a reversal of the Department's decision not to supply further equipment to primary schools, the position must remain static.

(4) SCHOOL AND COLLEGE LIBRARIES.

Supervisor: MRS. E. C. DE WET.

The post of Supervisor of School and College Libraries has been filled permanently as from the beginning of 1948. As it is the first of its kind in South Africa, the activities in connection with this post are pioneer's work in every respect.

An attempt is made in this report to indicate that the course was set during these two years. There is, however, no reason for complacency: the pioneer's work has not been completed yet. Lack of facilities, insufficient allowances and inadequate support to render effective guidance possible, are serious obstacles, but not the most serious. The hardest struggle is that against the educationalist's being unacquainted with books—other than the prescribed text books—as an instrument in education, instead of a second rate recreational facility.

The aim of this organisation with its various branches, as discussed hereunder, is thus in the first instance to make the teacher realise the possibilities of library books in education. Then only can he be guided to use books in such a special way as to fulfil his noble educational task with increasing efficiency and can the child receive the book education which is no less than life equipment.

Activities are discussed under the following headings:—

- I. School Libraries.
- II. College Libraries.
- III. Departmental Library.
- IV. Teacher-Librarian at the State Library.
- V. General: especially A. Publishers and Booksellers. B. South African Library Association.

I. SCHOOL LIBRARY ORGANISATION.

A. *Aims*.—South Africa is unacquainted with the fact that the effective school library can give the child equipment for life which, under our present educational system, he might otherwise not receive, i.e.:—

1. The ability to use books of all kinds as a bridge and thus to help himself.
2. A perspective of the broad stream of knowledge of which school subjects merely constitute subordinate parts.
3. A sound and enduring interest in constructive subjects: hobbies for the brain and hands.
4. A rich world of imagination which is not going to bind him like a narcotic throughout his life or encourage him to evade the responsibilities of reality, but which is going to help him to lead a full and useful life.

The school library should not only be a stimulus to the teacher, but also indispensable apparatus.

B. *Statistics* show that there are now approximately 750,000 books in the Transvaal schools, thus approximately 3·7 books per pupil, and that each pupil reads an average of 13·3 books per annum.

Regarded in this light, it would thus appear that the book situation is particularly satisfactory, and there are even educationalists who consequently ask: "What more do we want?"

Closer investigation, however, reveals that—

1. These books are largely useless and unsuitable for the purpose because—
 - (a) schools cannot cope with the binding problem;
 - (b) books are selected without adequate guidance.
2. An exaggerated value is attached throughout to the number of books which the child reads, whereas what he reads receives little attention. Quantity supplants quality.
3. It is by no means realised yet that the school library should constitute an integral part of education, and that this aim can only be achieved when books are centrally organised and used. Most "school libraries" are, in reality, dilapidated collections of novels which are circulated by the school. The few reference works which may perhaps have been acquired are often kept in the Principal's office, and the child leaves school without his ever having received systematic book education.
4. Lack of facilities makes it a practical impossibility for the average primary school and for many existing junior high and high schools to bring the school library up to standard.

C. The following attempts are being made to improve this state of affairs:—

1. *School Visits*.—Area, Transvaal, 111 visits were paid to high, junior high, primary schools and school farms, frequently on invitation. Several schools received more than one visit, some in the company of the architect. The needs of each school are to such an extent peculiar to its circumstances, that the value of personal contact cannot be doubted. The nature of

school library organisation, however, is such that during one visit an attempt can merely be made to give an idea of the essential rôle of the school library in education. A series of consecutive visits is actually necessary to set matters going.

2. *Guidance*.—It is impossible for one organiser, apart from other responsibilities to visit and assist each school in the Transvaal. An attempt was thus made to make assistance available to each school as follows:—

- (a) The pamphlet *Hints for the School Library* was drawn up in Afrikaans and English by the Supervisor and sent to all schools by the Department. The demand for this pamphlet by schools and small libraries in all the provinces, is proof of the urgent need in South Africa of a simple guide, giving proved and practical methods without dilution of fundamental principles. This little handbook was essential in school library organisation.

- (b) “*Dewey's Classification Scheme for School Libraries*”.—The school library can only start serving its purpose when the knowledge contained in its books, is organised. Organisation of knowledge is classification. A simplified edition of both the tables and the register of the Dewey scheme was thus studied, revised, adapted for South African schools and also translated into Afrikaans. (This was the first Afrikaans edition of a book which has been translated into eleven languages.) Each Transvaal school received a copy. Once again the demand by schools and libraries in other provinces as well was so great that stocks of the first impression have already been exhausted. The intention is to publish a revised edition.

- (c) *Lists of recommended and procurable general reference books, non-fiction, novels and periodicals* are compiled as frequently as possible and are being used increasingly.

- (d) *Discussions*.—Teachers are encouraged, when in Pretoria or Johannesburg, to come and discuss problems. This happens frequently, also as regards groups, especially after Library Association meetings.

- (e) *The first official course in school librarianship* in South Africa was held at the Potchefstroom Teachers' College during the October holiday, 1949. It roused great interest. Such a course should be an annual institution, but in practice this is almost impossible as—

- (i) there is one Supervisor with, as yet, one assistant who is, however, at her disposal in a part-time capacity only. Except in one case, no use can be made of Normal College librarians whatsoever. This means that one person has to undertake the entire organisation, draw up the lectures on administration, cataloguing, classification, book stock and bibliography and give three quarters of these lectures herself;

- (ii) the possibility of making use of the services of outsiders is practically precluded at this stage. School librarianship is a specialised branch of general librarianship and the person who assists in a course in the former, must be a teacher-librarian otherwise his contribution will not be beneficial. With the exception of Miss Dixon and the Supervisor, there are few experienced teacher-librarians in South Africa. The services of some of them are not available, and they are also not all bilingual;
- (iii) a course in school librarianship can no sooner be held without a model school library than science can be taught without a laboratory. In the absence of such a model library it ought to be possible to use a college library, but then it should be completely up to standard and should afford sufficient space for the persons following the course as well as for an improvised model library.

The Potchefstroom Teachers' College did everything in its power to make the course successful. The results of this course are so tangible that one wonders whether other activities should not be shelved to make place for even as many as two courses per annum. Coloured teachers are also pleading for a course.

- (f) *Library periods*.—Schools are being encouraged to include library periods in the time table. The aim is, in the first place, to give systematic book education in the library, thus much more than a mere distribution of books. It can be stated with gratitude that several schools have introduced such periods in spite of a full time table, and they find them very beneficial, especially when it is possible to put the librarian himself in charge of such periods. The idea that a passive silent reading period can be made into an active and beneficial library period is becoming popular.

3. *Attention was also given to—*

- (a) *Facilities*.—As from 1948 libraries of 1,200 square feet have been allowed at new high and junior high schools, and existing schools may submit proposals for the improvement of library rooms. It is now an established institution that each plan for a new school as well as proposals for improvements to existing rooms, are submitted to the Supervisor for prior approval of the library. Consequently many and essential discussions take place with architects, officials and principals of schools.

The design for a basic plan of the room as well as the equipment, has been completed by the Supervisor in collaboration with the architects, but has not yet been finally approved.

Existing schools are making use of the offer, and numerous requests are being made for improvements to rooms, but without effect. This unfortunate state of

affairs is largely due to the fact that it is stated in the offer that standard furniture, etc., is procurable, which is by no means the case, as the designs have not yet been approved. During these two years improvements have, as far as is known, been carried out at a total of two schools.

Numerous primary schools are asking for book shelves on the £1 for £1 basis, but it would appear that school boards consider shelves to be luxury articles. Such a state of affairs has an impeding and dampening effect on all these activities. It is no small task to induce the average school to realise the possibilities of the school library and then to resolve to undertake the organisation of the library. Then one has to look on helplessly while that enthusiasm vanishes, because it is impossible to obtain even deal shelves.

- (b) *Allowances*.—Each school is entitled to the special allowance and may spend at least the first £10 of the £1 for £1 allowance on the purchase of library books. Although all measures possible at present are being taken to ensure its economical and effective use, the allowance is becoming more and more inadequate. Not only have the prices of books been more than doubled within the past years and have periodicals also to be purchased from these funds, but, especially with a view to book education, the school library has to purchase general reference works and non-fiction, the “literature of power”. Quality has to be bought at an increased price, but with the necessary guidance it should be a very valuable investment for education.

There is, as yet, no initial allowance for new schools, with the result that the school library is insignificant for at least the first three years of a school's existence. An initial allowance is as essential for the school library as it is for the domestic science centre or the laboratory.

Unless all these problems are realised, the school library cannot achieve its aim.

4. *Proposals* were thus drafted and submitted by the Supervisor.

The Department has complied with the request for the nomination of a committee to consider these proposals. The findings and recommendations of this committee, on which all three of the teachers' associations were represented, are chiefly in connection with the following:—

(a) *Library accommodation*.

- (i) *Primary schools*.—A library room for larger primary schools and shelves at the back of a larger classroom for smaller primary schools, are regarded as an urgent necessity. Book education will remain a tacked on piece of patchwork unless it is purposefully commenced in the primary school. From Std. II upwards there should be a place or room where books can be centrally organised and used.

- (ii) *Junior high and high schools*.—A more sympathetic attitude towards the organisation of libraries at existing schools, is requested.
- (b) *Furniture and other equipment* which are essential to school library organisation, should be in stock.
- (c) *Allowances*.—An initial allowance for new schools and an increase in existing allowances are proposed.
- (d) *Provision for meeting book binding needs*.—As this is a real problem which is, to a large extent, responsible for the unsatisfactory conditions of our school libraries and which contributes towards wastage, the committee supports the proposal that tenders be invited from professional book binders and that effectual attention be given to the matter.
- (e) *A model school library* is regarded as essential. It should be built up to serve as a living example to each interested teacher and librarian of school library organisation in all its aspects. It must not be a lifeless museum of unused books, but an active centre of guidance where regular courses, demonstrations, displays of books, library association meetings and lectures are held for students. The Publishers' Union has already made a tentative offer to see that the Supervisor receives a copy of each new book on our market. It had to be refused on account of lack of assistance in the organisation of the books as well as the lack of the necessary accommodation.

The model school library should, in collaboration with the Departmental Library, undertake a bibliographical project of a high standard, viz.

- (f) *A Book Guide*.—A regular publication to be sent to all schools. Its purpose should be twofold: to indicate suitable books obtainable, and to attempt to procure more suitable books. In this way it will be possible to influence the publishers inestimably and to strive after a higher standard of books for the whole country.

All these proposals have already been considered. Requests in regard to primary school accommodation were not granted. The increase in the allowance has still to be finally decided upon. The requests in regard to the model school library and book guide will receive attention together with the Departmental Library proposals of which they form a part.

D. Germiston—Carnegie Scheme.—On the instruction of the Department, the Supervisor submitted findings on the desirability of continuing this scheme for which £1,000 is granted annually. The inevitable conclusion was that it no longer serves its purpose, as the Department has now assumed full responsibility for the organisation of its school libraries. The attempts being made to render the school library an effective instrument in education, will remain of no avail as long as a public library service, such as the Carnegie or Provincial scheme, is being employed from outside in our schools, as such a service is not inspired with the ideals of education and also does not possess the necessary specialised knowledge of education.

An *ad hoc* Committee on which the Supervisor serves, was appointed for further consideration of the matter. Visits were paid to schools making use of these loans. A final decision has not yet been reached.

II. NORMAL COLLEGE LIBRARY ORGANISATION.

A. *Visits*.—Sixteen visits were paid to the four colleges. Advice and guidance were given in all aspects of college library organisation, but, as it has thus far been impossible to obtain qualified librarians at all our colleges on account of the salary offered, many of these visits have to be devoted to matters which ought to be well known, such as particulars in connection with the register of books acquired, the lending system and the preparation of books. Much time and attention were, however, devoted to the basic principles of and numerous problems in connection with the arrangement of books and furniture, book selection with the necessary emphasis on ready reference works and non-fiction, suitable periodicals, effective control, library regulations, care and repair of books and other material, picture collection, organisation of student assistance, library publicity, privileges of lecturers, register of books in stock, classification, cataloguing, etc.

The necessary co-ordination between college libraries can hardly exist without a professional basis. Regular meetings of college librarians to discuss common aims and problems with the Supervisor, are envisaged, but they will only be beneficial when all of them are no longer laymen. Except in the case of the Potchefstroom Teachers' College (and Miss du Toit has already accepted another post) it is still practically impossible to make use of our college librarians when holding holiday and other courses. These are the very persons who should be able to render valuable services in this connection.

B. *The catalogue* was carefully scrutinised in each college. A type of dictionary-catalogue, incomplete, except in one case, was found. As the classified form is considered most suitable for an educational institution which also has to give guidance in school librarianship, assistance and guidance will be given in the transition to the latter form as soon as the time is ripe.

C. *The book stock* in the four colleges amounts to 39,000. The average circulation per student is nearly 25. It should, however, be taken into consideration that the percentage of novels is too high in at least three of the colleges. The matter has received attention, for the purpose of the college library may not be to take the place of the public or regional library, but to constitute an essential part of education. Guidance was given in connection with the Departmental collection as well as the elimination of antiquated and unsuitable books.

D. *Lectures and courses*.—It will remain an impossible task to equip teachers in service with book education and to enable them to organise the school library, until we regard it as a serious duty to give book education, to the student. The period of training is the most suitable and economical time to rectify the matter. During the past two years the accusing refrain has echoed from the lips of a great many of our teachers: But why was no attention devoted to this essential part of our education during all the years of our training?

To give students credits in librarianship for practical work which consists mainly of pasting in pockets and stacking books, does not give the prospective teacher a true image or real knowledge of book education and school librarianship. The Potchefstroom Teachers' College offers a series of lectures and requires an examination (for which questions of a high standard were set by the Librarian and the Supervisor at the end of 1949) to be written for the granting of credits. In the past the Johannesburg College called for the assistance of the Public Library in this connection.

The aim, however, as repeatedly proposed by the Supervisor, should be to appoint a qualified librarian-lecturer, with status and salary equal to those of other lecturers, at each college. This person should be vitally interested in education, should make a study of school librarianship and be able to be responsible himself for giving *two courses*, i.e.:—

1. *A general course* of approximately 20 to 25 hours per annum with a prepared syllabus similar to that of the holiday course, and which each student will receive during his final year. Such a course will prevent a single student from leaving the college without his at least being equipped with the fundamental principles of book education and his realising the value of the school library. How can the educationist give to the child what he himself does not possess?
2. *A specialised one year course* for teachers or for students who have already qualified as teachers. The syllabus should cover all aspects of school librarianship and be of great practical value. The teacher who has followed this course successfully should receive a certificate in school librarianship for which he will be credited in his salary.

E. Rooms.—Not one of our college library rooms can really be regarded as suited to the purpose. However, a praiseworthy effort is being made to improve the position in every instance. But the fact remains that the college library cannot perform its important function to the fullest extent until a library has been built and equipped specifically for the purpose. A detailed *plan* was drafted and submitted by the Supervisor, and has been approved in principle. Although we do not ask for the library block which the American colleges regard as a necessity, there should nevertheless be a library unit consisting of—

1. Library (reading room and shelves).
2. Library lecture room.
3. Work-room and store-room.

The lecture room should provide accommodation for the Departmental books, for here the prospective teacher will be able to become thoroughly acquainted with them. A Departmental regulation makes the keeping of these books at each college compulsory, but they can be of very little use while there is no room to display them effectively or to handle them.

In addition to the model school library, the Normal College library should also be the proper place for the holding of holiday courses. It is desirable that such courses be held regularly in Pretoria and in turn at the Potchefstroom, Heidelberg and Johannesburg colleges.

III. DEPARTMENTAL LIBRARY.

A. *Activities.*—This library is engaged in serving the teachers of the Transvaal in the needs of the profession. The fact that the circulation of 11,499 in 1948 increased to 16,837 in 1949, thus from 1.5 to 2.2 per Transvaal teacher, indicates that increased use is being made of this service.

B. *The stock* consists of 16,000 books and several hundreds of pamphlets and brochures. The library specialises in education and psychology and subscribes to 50 periodicals, most of which are specialised. Furthermore the library offers assistance to prospective teachers as well as officials of the Education Department and the Administration. The service rendered is important and essential, but much more should still be envisaged. *The fact that the aim has not yet been fully realised, should be ascribed to concrete causes, viz.—*

C. 1. *Lack of qualified and competent staff.*—A professional assistant has never yet been appointed at this library, with the result that the classification, the cataloguing, etc., are the work of laymen, and that work in arrears and deficiencies continually require attention. So, for instance, the Supervisor had to devote at least the polio holiday and one ordinary long school holiday exclusively to the sorting, classification and arrangement of pamphlets and brochures. There can also be no question of using any of the assistants for expert book selection based on the study of syllabuses or for carrying out bibliographical tasks such as making extracts from or digests of periodicals and books. By the circulation of these, teachers ought to be guided purposefully to keep their methods and material vital and vigorous. Thus the Departmental Library can become an important instrument by means of which active resistance is offered to stagnation in the teaching profession.

The considerable time spent on this library by the Supervisor, is devoted to matters such as the cleanliness of the building, policy, interviews with applicants, division and definition of tasks, hours of service, staff difficulties, care of books and other stock, drafting and use of suitable forms for the lending system, warnings, renewals, etc., arrangement of the library and numerous general problems and elementary routine matters. Personal care is also being taken that the needs of teachers, as learned during school visits especially, are being met effectively and that the relationship with other libraries remains sound. Guidance and control will, however, only be exercised beneficially when founded on a firm professional basis.

2. *Lack of division of labour as regards book selection.*—The selection of books should be a regular task of experts to whom it should be entrusted in an organised manner. Slackness may never be allowed as gaps cannot be filled again. During these two years nearly 90 per cent of the book selection for this library was done by the Supervisor. When her proposal in regard to the establishment of a Departmental Library Committee was accepted, the matter was discussed at the first meeting. A practicable book selection scheme drafted by the Supervisor, was sent to members, but has not yet been adopted.

3. *Unsuitable building.*—If there is one service the success of which is largely dependent on the building in which it is accommodated, then it is the library. A library should be light, airy, spacious and effectively arranged.

The Departmental Library does not conform to these requirements. The building is so antiquated and unsuitable that valuable books and sets of circulars and other material of the greatest historical value in education, the owners of which intend donating to us, nevertheless do not come into our possession as they change their minds after having seen the building. The seriousness of this position will be realised when it is remembered that one of the most important functions of the library is to serve as a centre of research, especially in regard to education in the Transvaal. All possible efforts should be made to collect log books of old schools, complete publications of the Department, theses, etc. At present there is a forgotten wealth of this material in our schools and educational institutions, which should be kept, organised and employed for general use in the Departmental Library. The library should give attention to sound publicity, but cannot afford to do so as there is no room whatsoever for expansion. The position was relieved, in a small measure, by new furniture designed for the needs of the library by the Supervisor in collaboration with the architects.

D. *Proposals* for reorganisation which would render this library of inestimable value to education, have been approved by the Department and are awaiting the decision of the Executive Committee.

E. *The existing tendency to make the Departmental Library part of the Provincial Regional Library Scheme*, deserves mention. As the T.E.D. Library is a special library with its own purpose in education, it would be a retrogressive step in every respect to identify it with a public library service, the nature, view and aims of which are so totally different. From an economic and logical point of view, the Departmental Library forms a natural unit with the school and college library organisation. Not only do both have the same aim and object, but both share certain activities. Thus, for instance, the library is obviously in an eminent position to undertake the important part of the envisaged book guide dealing with the teachers' reference works, as suitable books have to be reviewed for its own stock. Staff as well as book stock and other material should be employed reciprocally to prevent a great deal of wastage.

IV. THE TEACHER-LIBRARIAN.

Miss Dixon, as an official of the Department, is responsible to the Supervisor but at the same time she is the children's librarian at the State Library. Although the position is somewhat anomalous, intensive and beneficial co-operation has nevertheless been achieved. This co-operation is in connection with:—

A. *The Children's Library*.—Discussions on how the children's library can serve the school children of Pretoria most beneficially, are held weekly if possible. It was found that the deposit demanded from every member was an obstacle in the way of true service. After representations had been made to the Department by the Supervisor, the Board of Trustees was approached with a request to consider the abolition of the deposit demanded from child members. This was done, with the result that as from the 23rd February, 1949 children have been allowed to join the children's library without paying a deposit. The following statistics prove how desirable this change in policy was:—

	1948.	1949.	Increase.
Number of members....	5,895	7,555	1,660
Circulation.....	102,797	131,686	28,889

- B. *Work with schools.*—Miss Dixon now serves 11 schools with books from the children's library and visits these as well as other schools in the municipal area. She gives advice and guidance in connection with school library organisation and each school is discussed with the Supervisor. Where necessary, schools are visited together. It has been decided that a loan of State Library books be granted only to schools which need them most, but are doing their best to build up their own libraries according to recommended methods.

Although Miss Dixon's services can be given to the Department on a part-time basis only, her assistance in the drafting of book lists is indispensable, and it would have been almost impossible to have held the short course without her assistance.

V. GENERAL.

There is such a variety of activities attaching to a post of this nature, especially because the foundations are still being laid, that mention can merely be made even of matters to which considerable time was devoted, e.g. standardisation and supply of school library stationery, enquiries from other provinces, the writing of necessary articles, discussions with the Chief Librarian of government departments, negotiations with book-binders, efforts to reach an agreement with the Organiser of the Regional Library, attention to the mutilation of books in schools and children's libraries, the drafting of suitable annual statements and the analysis thereof, the selection of manuscripts on the request of writers, attempts to procure more films on the school library, etc. Activities in connection with the publishers and the South African Library Association are, however, of such wide scope that discussion thereof may not be omitted.

A. *Publishers and booksellers.*—The organisation of the Departmental Library and school and college libraries requires a profound knowledge of general reference works, non-fiction, novels and periodicals as well as a continuous study of the book market, and close co-operation with the publishers is thus desirable. In this connection it would appear that co-ordination between these activities and those of the Departmental Book Committees is desirable, especially as regards the teachers' reference section (an inseparable part of the school library organisation).

According to Departmental regulations, the Department's approval is required for books which schools wish to order from the allowance. Before 1948 this approval was nominal, with the result that publishers and booksellers took advantage of schools. As from 1948 the unsatisfactory position was countered on the one hand by a much more thorough scrutiny of each school's lists by the Supervisor and on the other by the issue of lists of recommended books. The effect of this was so phenomenal that it gives an idea of the influence which a thorough and regular book guide can have. Several publishers come periodically to discuss new books, new editions, translations and even manuscripts with the Supervisor and show willingness to co-operate. Certain pornographic books and series have also subsequently disappeared from the market.

There is also a friendly relationship with the South African Publishers' Association which has inquired about the "new" standards and has also asked for recommendations in regard to censorship.

B. South African Library Association.—It is considered essential that the interests of educational librarianship should be represented in this association. It was also considered desirable to attempt to meet the great need of a qualification for the teacher-librarian by means of this body, and such a proposal was suggested. It met with approval and a committee consisting of teacher-librarians (with the Supervisor as convener) was appointed. A syllabus which will cover all the aspects of school librarianship, is being prepared with care. Should this syllabus be approved by the Library Association as well as by the Department of Education, it will form a suitable basis for the envisaged one year course at normal colleges. The educational faculties of universities will probably also be inclined to make use of it. Such a qualification will raise the standard of and gain recognition for school librarianship in South Africa.

The Association also takes an active part in school library work by means of its *school and children's library sections*. The Supervisor regards it as a duty to make allies of these sections and to use them as a medium to gain the interest of teachers, which would otherwise have been difficult to achieve. With a view to this she serves on the executive committees of the Southern and Northern Transvaal branches. Whereas the former has already been up to standard for a long time, much effort was necessary to obtain the interest of the teachers of Pretoria. This was achieved with the aid of Miss Dixon. Practical guidance and demonstrations in all aspects of school library organisation are given regularly, frequently with a display of new books as well. The value of informal and congenial discussions after meetings cannot be overestimated.

VI. SUMMARY OF ESSENTIAL REQUIREMENTS TO BE MET BEFORE THESE ACTIVITIES CAN ACHIEVE THEIR AIM.

From the above discussion it would appear that the Departmental Library and the school and college library organisation form a natural unit, with one and the same ulterior aim.

This aim will only be achieved fully and economically when the subdivisions are amalgamated to form one large and well-integrated whole, which will be no less than a focal point in education. It is certain that the Transvaal Education Department made history in South Africa by taking the lead as regards the library book in education. The time has come, however, to supplement existing machinery, to specialise and co-ordinate so that a complete organisation, the Departmental Library Services will be established. *The following are, in brief, the essential requirements of such an organisation:—*

T.E.D. Library Services.

Under the control of an organiser who is an experienced and qualified teacher-librarian.

A. School Library Organisation.

1. Adequate staff consisting of teacher-librarians or teachers desirous of qualifying in librarianship. Salaries must be adequate.
2. Model school library.
3. Book guide.
4. Solution of the bookbinding problem.

5. More generous approval for the fitting of shelves and the necessary alterations to existing libraries.
6. Initial allowances for new school libraries; increase in existing allowances.
7. Accommodation for primary school libraries.
8. Recognition of the necessity of the library period, with book education according to guidance as the chief aim.
9. Qualification to be recognised in salary to encourage teacher-librarians to qualify in librarianship.

B. *College Library Organisation.*

1. Qualified librarians with status and salary equal to those of other lecturers.
2. Two courses, the lectures for which are to be given by these librarians, should be introduced, viz.—
 - (i) General course for all students.
 - (ii) A specialised one year course for teacher librarians.
3. Suitable library buildings consisting of a unit of—
 - (i) reading room and library;
 - (ii) library—lecture room;
 - (iii) work-room and store.

C. *Departmental Library.*

1. Qualified staff appointed by the Department itself on teachers' scales.
2. A suitable library building with room for expansion.
3. More generous approval for the supply of requisites e.g. shelves, without which services are impeded.

CHAPTER VIII.

NATIVE EDUCATION.

SHORT SURVEY 1947-1949.

Since 1920 the natives have demanded a greater measure of authority in the control of their schools especially in cases where they contribute materially to the erection and maintenance of the schools. This has caused friction and even clashes between the churches and native parent communities. Slowly but surely the natives made headway in their struggle for local control of their schools. In order to give guidance and direction in this respect, the Department at first experimented at a few places with native School Committees. In 1938 the policy of control by local committees, elected by the parents, had already taken shape to such an extent and had become so permanent that the Department had not only acknowledged school committees in its instructions but had also formulated a constitution for school committees. Provision was even made for School Boards in these instructions. It soon became evident that the matter could not be left at instructions but that school committees would have to receive statutory status.

The matter was therefore placed before the Transvaal Advisory Board for Native Education by the Department in 1947 in order to obtain advice.

Whilst the native communities worked and agitated on the one side for authority, the teachers fought on the other side for better conditions of service. Under the previous system the teacher was regarded as an employee of the Superintendent of the school and he could be discharged from his post by the Superintendent with notice of one school quarter and without any statement of reasons for such dismissal. A teacher could further be suspended immediately for immorality and fornication but he could only be discharged from the service with the approval of the Director. There was no procedure for investigating complaints and charges but the Director was compelled to investigate any appeal against the discharge provided such appeal was lodged within thirty days of the discharge.

Parents and teachers came together about 1945 and insisted jointly that school committees be given statutory status and that conditions of service for teachers be laid down.

The climax was reached at Boksburg when the native parents went on strike and guarded the church schools to prevent the pupils from attending because a teacher was discharged with notice of one school quarter. The quarrel at Boksburg was settled but it took two years before the new disciplinary regulations and the constitution for school committees were laid down by regulation.

There were no difficulties in connection with the constitution of the Native community school as the constitution which had already been acknowledged by the Department, was adopted with minor amendments. The constitution of committees for church schools evoked considerable

discussion. The church authorities were on the one hand afraid that they would lose control of their schools and that the local control would pass into the hands of the parent community and it was, on the other hand, pointed out by native members of the Board that the Government would bear practically the full maintenance cost of the schools. A compromise was finally agreed upon which may be summarised more or less as follows:—

- (a) The school committees are made compulsory also in mission schools.
- (b) The church appoints 60 per cent of the members of the committee and the parents 40 per cent.
- (c) The function of the committee is to assist the Superintendent and it has no direct obligations or powers.

A constitution on similar lines was drawn up for committees of amalgamated mission schools.

As far as disciplinary regulations for teachers were concerned, the churches put up a strong fight for the retention of the regulation authorising the Superintendent to discharge a teacher with notice of one school quarter without stating any reasons. A compromise was finally also reached on this matter. The Superintendent of a mission school may issue one quarter's notice of discharge from a post provided he had previously submitted his reasons to the Director and the Director regards such reasons as well-founded.

The disciplinary regulations and the procedure for investigating complaints are more or less the same as for European teachers.

These recommendations were issued by the Advisory Board by way of an Administrator's Notice in March, 1947, in the form of regulations. The implications of such regulations were, however, not realised at that time. It came to light, when these regulations were applied, that the whole legislation in connection with native education has not at all kept pace with the developments which had taken place and must therefore be regarded as obsolete.

At the end of July, 1947, Dr. W. W. M. Eiselen resigned as Chief Inspector in order to assume the post as professor in ethnology at the University of Pretoria. Dr. Eiselen, who held the Post of Chief Inspector for eleven years, guided Native Education very successfully during the difficult years whilst it was being formed. This was a period of considerable development, not only as far as numbers were concerned but also in connection with expenditure. Considerable difficulties had already been created by the quantitative development but the qualitative development brought even more difficulties as more and better trained teachers were needed for this. Dr. Eiselen succeeded in guiding the development in quiet and stable avenues by his calm determination.

In August, 1947, Mr. G. H. Franz assumed the position of Chief Inspector. At this stage a period of consolidation commenced which practically demanded a reorganisation of the whole administration of Native education.

The number of Native community schools grew by the day because native communities no longer wished to have their schools under the control of the church but rather under the control and supervision of the Department. The Department saw an evolutionary process in this and

realised that, to thwart this process would probably lead to revolutionary difficulties. As the churches were, however, and still are to a large extent the pioneers in Native Education, it stands to reason that each case where a mission school had to be converted to a community school, had to be settled in close co-operation with the church concerned. The following procedure was therefore laid down after consultation with the Advisory Board :—

- (a) When a change in the category of the school, i.e. from mission to community school or vice versa, is broached, the initiative rests with the native community and proposal for such a change should be submitted by the Native Commissioner by way of a community resolution.
- (b) The resolution is submitted to the Head of the church concerned for his remarks and recommendations.
- (c) After full consideration of all the data, the Director decides whether the application should be granted or not.

Nearly 40 per cent of the schools are community schools already but as most of the large schools are included, the number of pupils and teachers in the community schools are nearer the 50 per cent mark.

The churches and mission societies were not at all happy about the loss of control of so many schools. The first question which arose was whether these schools are not becoming too secular and whether the Christian basis in education is not being lost. Investigation brought the fact to light, however, that practically all the members of the school committees were native leaders of Christian churches and that these committees kept vigilant watch especially over the Christian principles. They do not hesitate at all to act in cases where justice is not done to this aspect of education. The Advisory Board recommended, however, that the Christian teachings and atmosphere should also serve as basis in community schools. This recommendation has been accepted and is being carried out by the Department. The disciplinary regulation in terms of which the church may, with the approval of the Department, appoint a teacher but not discharge him, is still not being approved of by the churches. The Advisory Board has discussed the question of relationship between churches, Department and teachers at one meeting after another. It was soon evident that it would be difficult to find a solution under the existing regulations and the Advisory Board therefore undertook a revision of all the regulations.

In the revised regulations the principle of service contract between church and teacher is introduced and all disciplinary regulations are dealt with under breach of contract.

In the meantime, however, the Union Government had appointed a commission to investigate the whole question of Native Education. The Administrator therefore decided to postpone consideration of the proposed regulations until the future of Native Education had been finally decided.

While the control of the church school is still, as in the past, under the church superintendent, and the existing regulations with all their defects and flaws are still in force, the community school offers considerable administrative difficulties. The regulations drawn up for the

church schools cannot be applied to the community schools because there are fundamental differences in the relationship of the Department and church and the Department and community schools respectively.

These differences may be formulated as follows:—

- (a) The church school belongs to an outside body and all the aid given by the Department is by way of subsidy. The community school, on the other hand, belongs to the Native tribal or parent community and the Department is directly jointly responsible with the community concerned for the maintenance of the school.
- (b) The contractual relationship in the case of the church school is therefore only between the Superintendent and the Department whilst there is a direct relationship between the Department and the parent community in the case of the community school.

In the beginning the Department considered it adequate to appoint officers with the title of Departmental Superintendents and to treat these officers in every respect like church superintendents. In other words, the Department paid subsidies to its own officers in respect of community schools. This procedure soon had to be declared illegal and the only alternative was to declare these schools departmental schools for administrative purposes. The system of subsidies was abolished in this instance and community schools were provided with furniture and requirements within the limits of the available funds.

Another important and far-reaching development took place in connection with the erection of departmental buildings for education purposes. Since 1943 the Union Government pays annual subsidies to the Province for the erection of native schools. Efforts were in the beginning made to have such buildings erected by the Provincial buildings branch. This effort failed because this branch had in the first instance too much work already and could not undertake any more work and, secondly because this branch is forced to make use of European labour which increased the building cost to such an extent that it was impossible to achieve much with the Union subsidy. Investigation showed that the labour legislation for skilled labourers, is not applicable where building work is carried out departmentally and that the Administrator enjoys a high degree of determination in such cases. After consultation with the Government departments concerned, including the Department of Labour, the Transvaal Education Department was given the authority to create its own buildings branch.

The buildings branch was regarded as part of the whole education system and practically served as the place where Native artisans in the building and carpentry trades could serve their apprenticeship. An organisation was built up under the able and enthusiastic guidance of the Organiser of Handwork which provided work for both skilled and unskilled native workers under the supervision of European foremen. The number of employees increased to 900.

The work performed by this branch is of a high standard in spite of the low cost at which it is carried out and it was possible to combat the state of emergency to a certain extent, mainly in the urban areas.

The Department is experiencing the greatest difficulty in maintaining the buildings branch because the Union Government suddenly reduced the grants for the erection of departmental buildings to one third as from 1949/50. It would have been better if the government had limited the annual amount in respect of these services to a reasonable figure after having taken the level of development into consideration. Then it would have been possible to evolve long term programmes. To-day, however, the buildings branch lives from hand to mouth and no one is in a position to say how long the organisation will be able to continue.

From the point of view of the relationship between the native community as a whole and the Government, the money intended for building purposes, is an investment which has thus far yielded the best results. The Bantu has seen that something is actually done in this connection for the education of his children. It would undoubtedly be a great blow to the good relations if this organization were to be abolished due to a lack of funds.

The development of the professional side of Native Education was, in some measure hindered by the uncertainty which exists concerning the control of this side of education. The question still remains: "Will the Province retain control or will the Union Government take over?" It was, under the circumstances, not considered advisable to introduce far-reaching changes in syllabuses and education systems. That does not, however, mean that the work has come to a standstill. Considerable improvement has been made, even under the existing codes, under the guidance of twelve circuit inspectors and 25 native supervisors. There is also satisfactory progress in domestic science, handwork, art and crafts and gardening under the guidance of the organisers who take care of this side of the work.

Memorandum No. 1.

RESIGNATIONS AND RETIREMENTS.

The following teachers resigned during 1949:—

WOMEN.

- | | |
|--------------------------|-----------------------------|
| Abrahamson, S. Miss. | De Villiers, C. M. B. Miss. |
| Alberts, M. E. Miss. | De Villiers, C. S. C. Mrs. |
| Albertyn, A. Miss. | De Villiers, R. Miss. |
| Alleman, E. J. Miss. | De Wet, S. Miss. |
| Allen, S. A. Mrs. | Dinguid, B. E. Miss. |
| Arends, A. G. Miss. | Dirken, J. P. Miss. |
| | Dreyer, A. E. H. Miss. |
| Badenhorst, D. M. Miss. | Du Plessis, S. Miss. |
| Baille, M. Miss. | Du Preez, B. H. Miss. |
| Bartman, A. T. Miss. | Du Preez, M. A. Miss. |
| Bauling, S. A. Miss. | Du Toit, J. B. Miss. |
| Bender, A. C. Miss. | Du Toit, M. S. Miss. |
| Beukes, S. C. Miss. | Du Toit, S. W. R. Miss. |
| Bodenstein, A. E. Miss. | Du Toit, U. Miss. |
| Boekhout, J. C. Miss. | Duvenage, H. J. Miss. |
| Böhmer, I. M. Miss. | Dykman, E. Miss. |
| Bolton, W. M. Miss. | |
| Bosch, M. E. Miss. | Edelstein, L. G. Miss. |
| Boshoff, E. M. Miss. | Eksteen, P. J. Miss. |
| Boshoff, J. Miss. | Ellis, M. S. Miss. |
| Boshoff, J. C. Miss. | Engelbrecht, E. A. Miss. |
| Botha, A. S. Miss. | Engelbrecht, J. M. Miss. |
| Botha, F. Miss. | Engelbrecht, P. C. Miss. |
| Botha, J. S. C. Miss. | Erasmus, E. C. Miss. |
| Bothma, M. M. S. Miss. | Esmary, R. Miss. |
| Bresler, C. F. Miss. | |
| Breytenbach, R. Miss. | Field, A. Miss. |
| Brink, H. M. Miss. | Fourie, A. R. Miss. |
| Brits, E. Miss. | Fourie, M. E. F. Miss. |
| Brümmer, F. Y. Miss. | Friedman, M. Miss. |
| Bruwer, E. Miss. | |
| Bruwer, H. M. Miss. | Gauché, S. R. Miss. |
| Buys, S. Miss. | Gauriet, A. Miss. |
| | Geerling, C. S. A. Miss. |
| Cameron, T. Miss. | Geldenhuys, M. A. Miss. |
| Cason, M. E. Miss. | Geyer, J. M. Miss. |
| Celliers, A. C. Miss. | Gillespie, R. H. Mrs. |
| Civin, F. W. Miss. | Gouws, S. C. Miss. |
| Claassen, M. M. Miss. | Gresham, L. J. Miss. |
| Coetzee, A. J. Miss. | Griesel, M. Miss. |
| Coetzee, A. S. Miss. | Grill, M. Mrs. |
| Coetzee, E. M. Miss. | Groenewald, M. S. Miss. |
| Coetzee, H. C. Miss. | Grové, A. F. Miss. |
| Coetzee, L. Miss. | Grové, A. S. Miss. |
| Cohen, I. D. Miss. | Grové, S. S. Miss. |
| Conradie, M. S. Miss. | Güldenpfenning, A. M. Miss. |
| Cronje, H. J. Miss. | |
| Cronje, M. Miss. | Haasbroek, M. L. Miss. |
| | Hales H. M. S. Miss. |
| Deacon, S. H. Mrs. | Harley, M. C. E. Mrs. |
| De Beer, J. Miss. | Harris, J. H. Miss. |
| De Beer, M. Miss. | Hart, E. Miss. |
| De Jager, J. M. Miss. | Heard, B. Miss. |
| De Jager, S. P. M. Miss. | Hollenbach, A. R. Miss. |
| De Klerk, J. C. Miss. | Holt, T. S. M. A. Miss. |
| De Kock, L. E. Miss. | Howell, A. E. Miss. |
| De Souza, O. E. Mrs. | Hugo, M. C. Miss. |
| De Villiers, A. G. Mrs. | |

WOMEN (continued).

Irvine, J. A. Miss.

Jacobs, U. P. Miss.

Jacobz, J. C. Miss.

Janse-van-Vuuren, J. M. B. Miss.

Johannes, E. Miss.

John, P. M. Miss.

Jonker, I. Miss.

Jonker, M. P. Miss.

Jonker, S. F. Miss.

Jordaan, H. J. Miss.

Jordaan, M. E. Miss.

Joubert, A. C. Miss.

Joubert, G. E. Miss.

Joubert, H. E. Miss.

Joubert, J. S. Miss.

Kat, I. M. Miss.

Kilroe-Smith, V. A. Miss.

Kloppers, M. C. Miss.

Kotzé, E. F. H. Miss.

Kotze, J. M. Miss.

Kotzé, K. N. Miss.

Kraak, M. Miss.

Krause, C. R. E. Miss.

Kretzmer, I. Mrs.

Kreusch, E. M. Mrs.

Kriel, S. Miss.

Kruger, C. J. Miss.

Kruger, E. Miss.

Kruger, I. H. Miss.

Kruger, J. W. Miss.

Kruger, M. E. Miss.

Krynauw, R. F. Miss.

Kuhn, G. E. Miss.

Labuschagne, I. W. Miss.

Le Roux, S. J. Miss.

Levin, R. Miss.

Linde, S. N. Miss.

Lloyd, E. Mrs.

Lomritz, E. H. Miss.

Lötter, A. N. Miss.

Loubser, A. J. Miss.

Louw, H. F. Miss.

Louw, M. E. C. Miss.

Loxton, B. R. M. Mrs.

Lubbe, S. M. Miss.

Lubbe, S. Miss.

Luderitz, M. F. Miss.

Luitingh, J. J. Miss.

Mandelli, H. M. Miss.

Mans, A. M. C. Miss.

Maquire, C. V. Miss.

Marais, A. M. Miss.

Marais, D. M. Miss.

Marais, E. Miss.

Marais, J. Miss.

Marais, R. H. Miss.

Maré, A. M. C. Miss.

Maré, J. A. Miss.

McCarthy, P. M. Miss.

McGeffen, S. M. Miss.

McCleod, C. M. Miss.

McCleod, O. M. Miss.

McQuire, S. Miss.

Melville, A. R. Miss.

Melville, M. Miss.

Mentz, M. M. Miss.

Meyer, E. J. Miss.

Meyer, M. G. M. S. P. Miss.

Meyer, S. J. A. Miss.

Minnaar, J. J. Miss.

Minnaar, L. Miss.

Moll, A. H. Miss.

Moolman, E. M. C. Miss.

Moolman, M. Miss.

Morris, M. L. Miss.

Mostert, G. J. Miss.

Muller, E. C. Miss.

Muller, G. E. M. Miss.

Müller, I. A. Miss.

Muller, R. A. K. Miss.

Munstra, E. Miss.

Murdoch, G. O. Mrs.

Murray, M. Miss.

Murray, P. E. Miss.

Myburgh, C. J. M. Miss.

Myburgh, S. M. Miss.

Mymin C. D. Miss.

Mynhardt, H. H. Miss.

Naudé, J. Miss.

Neethling, A. M. Miss.

Neethling, S. C. Miss.

Nel, C. Miss.

Nel, F. J. Miss.

Nel, J. M. Miss.

Nel, L. E. Miss.

Nel, M. A. Miss.

Nel, M. H. Miss.

O'Brien, H. A. Miss.

Olivier, A. C. Miss.

Olmesdahl, D. Miss.

Olmesdahl, I. S. Miss.

Oosterhuis, W. M. Miss.

Oosthuizen, C. J. Miss.

Oosthuizen, E. R. Miss.

Opperman, J. D. Miss.

Palm, D. Miss.

Parsons, M. E. Miss.

Pienaar, B. Miss.

Pienaar, C. Miss.

Pienaar, E. de J. Miss.

Pienaar, L. F. J. Miss.

Poplack, I. Miss.

Potas, F. J. Mrs.

Potgieter, A. M. M. C. Miss.

Potgieter, J. L. Miss.

Potts, E. K. Miss.

Poultney, R. A. Miss.

Pretorius, A. S. Miss.

Pretorius, C. M. Miss.

Pretorius, H. C. M. S. Miss.

Pretorius, M. A. Miss.

Prinsloo, J. M. M. Miss.

Pygall, M. Miss.

WOMEN (*continued*).

Rabie, E. H. Miss.
 Rabie, M. E. Miss.
 Rademan, J. S. F. Miss.
 Rauch, J. Miss.
 Rautenbach, M. J. Miss.
 Reyneke, J. S. Miss.
 Reyneke, M. S. Miss.
 Richter, C. Miss.
 Riddel, M. P. Miss.
 Robbertze, O. E. Miss.
 Roets, M. E. Miss.
 Roos, H. J. Miss.
 Rossouw, M. A. Miss.
 Roth, H. Miss.
 Roux, M. M. Miss.
 Rundle, D. C. Miss.
 Ruskevich, M. Miss.

 'Scheepers, A. M. Miss.
 'Scheepers, J. S. S. Miss.
 'Scheepers, M. A. A. W. Miss
 'Schindler, C. R. Miss.
 'Schoeman, D. W. S. Miss.
 'Schurink, I. B. Miss.
 'Schutte, B. G. Miss.
 'Schwartz, A. A. H. Miss.
 'Seddon, M. M. Miss.
 'Sender, F. Miss.
 'Shenton, C. Miss.
 'Shone, M. A. P. Miss.
 'Siertsema, G. C. Miss.
 'Skews, P. F. Miss.
 'Slabbert, S. Miss.
 'Slykhuis, E. L. Miss.
 'Smit, E. Miss.
 'Smith, E. M. Miss.
 'Smith, J. Miss.
 'Smith, K. J. S. Miss.
 'Snyman, E. J. Miss.
 'Solomon, E. M. Miss.
 'Sprigg, S. G. Miss.
 'Stander, S. M. J. Miss.
 'Steel, P. Mrs.
 'Steyn, W. M. Miss.
 'Steynberg, M. A. Miss.
 'Stoltz, S. S. Miss.
 'Storm, M. B. Miss.
 'Strano, M. Miss.
 'Stuart, S. Miss.
 'Swanepoel, M. W. A. Miss.
 'Swart, F. S. Miss.

 Taljaard, M. G. Miss.
 Taute, E. S. Miss.
 Taute, J. B. Miss.
 Teengs, L. Miss.
 Terre 'Blanche, M. I. Miss.
 Terry, C. E. Miss.
 Te Water, C. R. Miss.
 Thomas, E. A. Miss.
 Thomas, E. R. Miss.
 'Thuynsma, M. Miss.

Trezona, C. P. Miss.
 Trollope, E. M. Miss.

 Uys, W. C. Miss.

 Van Aswegen, C. S. J. Miss.
 Van Baalen, J. C. Miss.
 Van den Heever, M. J. Miss.
 Van der Merwe, A. S. Miss.
 Van der Merwe, C. E. Miss.
 Van der Merwe, C. M. Miss.
 Van der Merwe, D. J. Miss.
 Van der Merwe, H. Miss.
 Van der Merwe, H. J. Miss.
 Van der Merwe, M. Miss.
 Van der Merwe, M. S. Miss.
 Van der Walt, C. J. M. Miss.
 Van der Walt, F. E. Miss.
 Van der Walt, L. L. Mrs.
 Van der Walt, M. N. Miss.
 Van der Westhuizen, E. J. Miss.
 Van Graan, J. A. Miss.
 Van Heerden, H. M. A. Miss.
 Van Heerden, N. M. Miss.
 Van Niekerk, A. Miss.
 Van Niekerk, M. J. Miss.
 Van Rensburg, E. H. J. Miss.
 Van Rensburg, M. J. Miss.
 Van Rensburg, S. C. N. Miss.
 Van Rooyen, T. Miss.
 Van Schalkwyk, C. M. Miss.
 Van Schoor, M. A. Miss.
 Van Staden, D. J. A. Miss.
 Van Staden, J. D. Miss.
 Van Tonder, M. Miss.
 Van Vuuren, M. J. J. Miss.
 Van Wyk, C. E. Miss.
 Van Wyk, E. H. Mrs.
 Van Wyk, G. S. F. W. Miss.
 Van Wyk, P. J. Miss.
 Van Zyl, H. W. Miss.
 Van Zyl, M. S. Miss.
 Venter, A. M. Miss.
 Venter, E. M. Miss.
 Venter, J. M. Mrs.
 Venter, R. S. J. Miss.
 Vercueil, J. A. G. M. Miss.
 Viljoen, W. Miss.
 Visser, E. T. Miss.
 Vorster, B. J. Miss.
 Vorster, C. M. Miss.

 Walsh, S. N. Miss.
 Wasserman, H. Miss.
 Watton, R. P. Miss.
 Webb, M. E. Miss.
 Wessels, G. J. Miss.
 White, J. M. Miss.
 Whitehouse, C. M. Miss.
 Wright, B. M. C. Miss.

 Yssel, I. Miss.
 Yssel, R. Miss.

 Zaaïman, M. C. Miss.

MEN.

Alant, N. G.	Moerat, A. L.
Bam, W. J.	Moulder, J. E.
Botha, J. H.	Nel, J. C. van der L.
Botha, L. R.	Neser, C. v. B.
Botha, M. W.	Olivier, Dr. S. P.
Botha, W. J.	Pretorius, G. P.
Callan, E. T. O. D.	Pretorius, W. G.
Claassens, J. H. L.	Read-Head, G.
Cloete, T. T.	Rees, D. J.
Coetzee, A. S. G.	Roode, M. C.
Coetzee, J. C. J.	Roux, J. P.
Dannhauser, T. M.	Sander, K. E.
De Jager, B.	Schenek, M. J.
De Jonge, I.	Stander, H. W.
De Villiers, I. J.	Stanworth, J.
De Villiers, J. A.	September, M. E. E.
Doran, D. A.	Shearsmith, H. W.
Fogwell, W. P.	Smith, C. W.
Fourie, J. K.	Swanepoel, F.
Goldberg, B.	Thompson, H. W.
Gouws, D. J.	Uys, D. C.
Griffiths, G. P.	Van den Berg, M. J.
Grobbelaar, J. J.	Van der Schyf, H. P.
Herbst, F. I.	Van der Wal, J. P.
Hugo, F. J.	Van der Walt, G. P.
Jenkins, R. G.	Van Dyk, T. A.
Jones, D. R.	Van Graan, I. J.
Joubert, H.	Veldman, J.
Kirchner, D. F.	Venables, H. E.
Kriek, A. B.	Viljoen, J. J.
Kruger, N. S.	Viljoen, J. J. J.
Le Roux, Le R. Smith.	Vorster, L.
Maré, M. M. W.	Waldron, J. C.
Middleton, A. H.	Wolmarans, J. B.

The following teachers retired on superannuation during 1949:—

WOMEN.

Albertyn, N. J. Mrs.	Erasmus, M. D. P. Mrs.
Billingham, M. M. Miss.	Ferreira, M. D. Mrs.
Bosworth, D. M. Miss.	Groenewald, I. Miss.
Brown, B. I. E. Mrs.	Gudman, F. M. Miss.
Brown, F. A. Miss.	Hellman, E. Miss.
Brown, I. M. Miss.	Hudson, M. M. Miss.
Brummer, G. W. Miss.	Kirkpatrick, I. N. Miss.
Campbell, W. D. Miss.	Kolbe, A. Miss.
Coetzee, M. A. Mrs.	Miller, C. J. Mrs.
Cronje, M. J. Miss.	Miller, D. M. Miss.
Deninson, D. T. Miss.	Moll, A. Mrs.
De Bruyn, C. A. Miss.	
De Wet, M. M. Miss.	
Du Plessis, A. J. M. Miss.	

WOMEN (continued).

Olivier, M. C. Mrs.	Van Huysteen, F. Miss.
Pitout, A. S. Mrs.	Van Rensburg, H. J. Miss.
Rens, E. W. Mrs.	Van Vuuren, M. W. J. Mrs.
Robertson, D. U. Miss.	Van Zyl, I. Mrs.
Shaw, A. Mrs.	Vaughan-Williams, G. M. Miss.
Shifton, D. E. Miss.	Viljoen, M. E. Mrs.
Solomons, A. Mrs.	Watermeyer, B. H. Miss.
Terblans, M. I. Mrs.	Watermeyer, E. Miss.
	Wehrmeyer, M. C. Miss.

MEN.

Alberts, A. J.	Knobel, B. A. J.
Badenhorst, J. H.	Lamprecht, S. J. B.
Barker, A. N.	Langschmidt, E. H.
Botha, A. D.	Le Roux, F. J.
Botha, P. B. F.	Le Roux, J. B.
Lion-Cachet, F. N.	Matheson, D. D.
Claassen, D. J.	Möhr, P. J.
Coetzee, P. J. H.	Muller, A. M.
Coetzer, P. A.	Nash, V. O.
Davies, A.	Nel, J. M.
De Jager, T. J.	Neser, T. A.
De Kock, D. J.	Nienaber, J. S.
De Villiers, M. J.	Nutt, D. J.
De Wet, J. M.	Pienaar, C. L.
De Witt, J. F.	Pienaar, M. M.
Du Plessis, F. D.	Potgieter, F. J.
Du Preez, J. W.	Potgieter, J. W.
Du Preez, R. P.	Pretorius, J. J.
Du Toit, J. P.	Radloff, B.
Els, J. J.	Retief, C. J.
Ferguson, A. L.	Richter, P. S.
French, A. B.	Rossouw, S. F.
Gauche, G. G. G.	Schutte, J. L.
Geybe, I. A.	Snow, J. H. C.
Gitsham, E.	Stoffberg, P. A.
Gouws, D. J. A.	Theron, P. C.
Hattingh, D. C. J. J.	Van den Berg, B. J.
Herkins, A. F.	Van der Luide, I. D.
Hogewind, R.	Van der Merwe, C.
Immelman, W.	Van Helsdingen, D. J.
Jansen, C. A.	Van Niekerk, W. B.
Jensen, O. J. S.	Van Renen, A. de W.
Johannes, B. C. J.	Van Rooyen, J. H.
Joubert, H. J.	Van Zyl, A. J.
Kat, W.	Vercueil, S. C.
Kieser, T. J. A.	Williams, T. Prof.
	Winkworth, T. D.

Memorandum No. 2.

OBITUARY.

The following teachers died during 1949:—

WOMEN.

Barnes, A. E. Mrs.	Enslin, R. C. H. Mrs.
Brune, C. M. A. H. Miss.	Mitchell M. L. J. Mrs.
Dorfman, M. V. Miss.	Van der Velde, H. A. R. Miss.

MEN.

Bosman, J. D. G.	Kidunbraud, J.
Conradie, G. D.	Lampen, G.
De la Bat, G. H. G.	Meurs, J. T. M.
Hauder, J. H.	Mostert, C. B.
Kenkin, W. R.	Van Os, H. J. L.

Appendix I.

EXAMINATIONS, 1949.

1. JUNIOR CERTIFICATE EXAMINATION.

The results of the examination were furnished to schools on the 28th December, 1949.

The following table shows the results of the examinations held in 1947, 1948 and 1949:—

	1947.		1948.		1949.	
	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.
Number of candidates who sat for the examination.....	2,400	—	3,374	—	3,164	—
Number of candidates who passed in the first class	540	22·5	499	14·8	405	12·8
Number of candidates who passed in the examination.....	1,130	47·0	1,736	51·5	1,660	51·5
Number of candidates eligible to write a supplementary examination.....	238	9·9	254	7·5	289	9·1
Number of candidates who failed.....	493	20·6	885	26·2	810	25·6

The following table shows the number of candidates in each subject and the percentage number of failures in each subject for the years 1947, 1948 and 1949. The average percentage marks obtained in the written examination is also given:—

Subject.	CANDIDATES.			PERCENTAGE FAILURES.			AVERAGE PERCENTAGE OF MARKS.		
	1947.	1948.	1949.	1947.	1948.	1949.	1947.	1948.	1949.
English Higher.....	946	1,101	945	9·1	23·9	9·4	43·7	40·0	45·4
Afrikaans Higher.....	1,770	1,863	1,481	7·5	4·7	9·0	45·3	49·0	45·2
English Lower.....	2,053	2,271	2,226	20·7	11·0	16·7	41·6	47·2	43·3
Afrikaans Lower.....	1,206	1,456	1,648	50·2	60·2	56·7	29·9	28·9	29·6
German.....	20	25	9	5·0	12·1	11·0	57·8	62·3	69·8
Latin.....	8	35	26	50·0	31·4	11·5	40·2	39·2	45·3
Arithmetic.....	1,498	1,499	1,478	37·9	39·3	28·3	39·9	38·4	37·6
General Science.....	1,079	922	784	37·5	32·6	33·4	38·1	40·8	42·8
History.....	1,179	1,271	1,226	35·7	38·2	29·9	37·3	38·6	40·3
Mathematics.....	608	618	617	39·6	56·0	42·6	38·1	33·5	37·1
Geography.....	574	710	834	34·7	41·3	29·4	38·4	38·2	39·0
Geography and History.....	208	156	43	37·5	33·3	55·8	31·0	39·1	32·9
Bookkeeping and Business Methods.....	998	764	497	20·2	17·4	33·8	46·1	48·3	40·1
Work in Wood and Metal.....	451	343	234	0·9	15·7	16·7	55·8	52·6	53·0
Homecrafts.....	600	568	480	0·8	4·4	2·1	55·1	53·7	53·0
Agricultural Science.....	72	80	57	15·3	23·8	26·8	47·0	40·4	39·5
Hygiene.....	477	486	672	23·9	23·7	23·7	40·9	43·9	41·6
Snelskrif.....	283	192	86	64·7	50·6	53·5	30·1	37·6	34·9
Shorthand.....	—	44	54	—	63·6	74·1	—	33·2	30·8
Tikskrif.....	309	314	223	21·0	34·4	26·0	44·7	40·5	47·2
Art.....	70	47	50	10·0	2·1	12·0	43·9	50·8	44·7
Native Languages—									
Higher.....	578	924	1,100	—	3·1	2·5	50·2	47·9	47·9
Lower.....	5	4	13	20·0	25·0	—	55·8	53·4	58·8

2. TRANSVAAL SECONDARY CERTIFICATE EXAMINATION.

There were 74 Centres. The results of the examination were published on the 3rd January, 1950.

The following table shows the results of the examinations held in 1947, 1948 and 1949:—

	1947.		1948.		1949.	
	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.
Number of candidates who sat for the examination.....	2,854	—	2,774	—	2,727	—
Number of candidates who passed in the first class	357	12·5	388	14·0	388	14·2
Number of candidates who passed in the examination.....	1,791	62·8	1,767	63·7	1,743	63·9
Number of candidates eligible to write a supplementary examination.....	195	6·8	178	6·4	178	6·5
Number of candidates who failed.....	511	17·9	441	15·9	418	15·3

The following table shows the median ages of candidates who passed and failed in the examination in 1947, 1948 and 1949:—

	1947.		1948.		1949.	
	Years.	Months.	Years.	Months.	Years.	Months.
Average age of candidates who passed.....	17	4·9	17	6·2	17	7·2
Average age of candidates who failed.....	17	10·1	18	—	18	1·3

A.—The following table shows for each subject the number of schools grouped according to the difference in the school Record Average Percentage and the Examination Average Percentage:—

Subject.	NUMBER OF SCHOOLS WHERE—								
	Examination Average Percentage is higher than School Record Average Percentage.			Examination Average Percentage is within five per cent of the School Record Average Percentage.	School Record Average Percentage is higher than Examination Average Percentage.			Difference in Per Cent.	Difference in Per Cent.
	Difference in Per Cent.				Difference in Per Cent.				
	15 and above.	10·0-14·9.	5·1-9·9.		5·1-9·9.	10·0-14·9.	15 and above.		
English Higher.....	—	—	1	18	10	6	6		
Afrikaans Higher.....	—	—	2	36	5	—	1		
English Lower.....	—	—	—	30	11	2	1		
Afrikaans Lower.....	—	—	—	24	7	4	5		
German.....	—	—	2	28	13	2	—		
Latin.....	—	—	1	11	15	4	5		
Mathematics.....	—	2	10	40	11	4	2		
Physical Science.....	—	—	1	43	13	5	2		
History.....	—	1	4	42	16	5	3		
Biology.....	—	—	6	31	9	3	6		
Geography.....	—	—	1	20	11	9	3		
French.....	—	—	1	4	2	3	1		
Greek.....	—	—	—	1	—	—	—		
Mechanics.....	—	—	—	—	1	1	—		
Agricultural Science.....	—	—	—	8	1	1	1		
Art.....	—	—	—	11	4	2	—		
Music.....	—	1	1	5	1	3	3		
Hebrew.....	—	—	—	3	—	1	—		
Bookkeeping and Commercial Arithmetic.....	—	1	4	36	9	5	3		
Bookkeeping and Arithmetic (Agric.).....	—	—	—	1	—	—	1		
Domestic Science.....	—	2	2	34	8	2	—		
Manual Training.....	—	—	3	17	13	3	1		
Practical Agriculture.....	—	1	1	—	—	—	—		
Geography and History.....	—	—	—	2	—	—	—		
Homecrafts.....	—	—	—	—	—	1	—		
Northern Sotho.....	—	1	1	1	—	—	—		

B.—The following table shows the percentage distribution of candidates for each subject according to the examination percentages gained in 1949:—

Subject.	No. of Candidates.	PERCENTAGE EXAMINATION MARKS.										
		0-9.	10-19.	20-29.	30-33½.	33½-39.	40-49.	50-59.	60-69.	70-79.	80-89.	90-100.
English Higher...	1,190	0.1	0.8	4.3	3.8	14.5	37.0	29.1	8.7	1.7	—	—
Afrikaans Higher...	1,569	—	0.1	0.4	0.6	4.9	32.0	49.1	10.7	2.1	0.1	—
English Lower...	1,562	—	0.8	6.3	5.7	14.9	37.1	23.9	9.0	2.0	0.3	—
Afrikaans Lower...	1,169	0.1	1.4	5.0	3.4	22.2	44.2	16.2	6.4	1.1	—	—
German.....	654	—	1.2	4.0	3.7	18.0	28.4	21.9	15.3	5.4	1.8	0.3
Latin.....	536	—	1.5	7.8	5.2	11.8	22.0	21.1	17.4	11.5	1.5	0.2
Mathematics.....	1,981	0.2	2.3	7.1	4.5	13.2	24.3	21.6	13.8	8.6	3.2	1.2
Physical Science...	1,776	0.3	1.5	9.0	5.4	14.9	27.0	22.0	14.4	5.0	0.5	—
History.....	1,908	0.1	1.3	6.8	3.8	15.8	29.2	27.6	12.9	2.4	0.1	—
Biology.....	1,350	—	1.2	5.3	1.5	13.1	29.0	30.8	15.6	3.4	0.1	—
Geography.....	617	—	1.9	7.8	5.7	17.5	31.6	25.1	8.9	1.5	—	—
French.....	103	1.0	—	4.9	1.9	18.4	29.1	33.0	6.8	2.9	1.9	—
Greek.....	11	—	—	9.1	9.1	9.1	27.3	27.2	—	18.2	—	—
Mechanics.....	42	—	4.8	16.7	4.8	16.7	35.7	11.9	9.5	—	—	—
Agricultural Science.....	139	—	0.7	5.0	2.2	15.1	29.5	31.7	10.8	4.3	0.7	—
Art.....	175	—	—	—	2.9	5.7	26.3	35.4	25.1	4.6	—	—
Music.....	35	—	—	2.9	2.8	14.3	25.7	20.0	17.1	17.2	—	—
Hebrew.....	14	—	—	—	7.1	14.3	21.4	21.5	14.3	14.3	7.1	—
Bookkeeping and Commercial Arithmetic.....	987	—	2.4	9.3	4.4	12.3	24.1	21.9	11.4	10.1	3.7	0.4
Bookkeeping and Arithmetic (Agric.).....	24	—	—	16.7	12.5	29.1	20.8	12.5	—	8.4	—	—
Domestic Science.....	438	—	—	0.2	1.2	4.3	48.0	39.5	6.6	0.2	—	—
Manual Training.....	371	—	—	1.9	3.0	12.6	30.2	36.1	13.7	2.5	—	—
Practical Agriculture.....	24	—	—	—	—	—	8.3	54.2	37.5	—	—	—
Geography and History.....	19	—	—	21.1	—	31.6	36.8	10.5	—	—	—	—
Homecrafts.....	7	—	—	—	—	14.3	85.7	—	—	—	—	—
Northern Sotho..	23	—	—	4.3	4.4	4.3	43.5	17.4	8.7	17.4	—	—

C.—The following table shows the number of candidates in each subject, the percentage of failures and the medium mark obtained in the written examination during the years 1947, 1948 and 1949:—

Subject.	Number of Candidates.			Percentage of Failures.			Median Mark.		
	1947.	1948.	1949.	1947.	1948.	1949.	1947.	1948.	1949.
English Higher.....	1,251	1,234	1,190	9.6	8.8	9.0	46.9	48.0	47.2
Afrikaans Higher.....	1,612	1,545	1,569	1.7	1.8	1.1	47.7	52.2	52.2
English Lower.....	1,603	1,542	1,562	15.4	12.5	12.8	44.8	46.5	46.0
Afrikaans Lower.....	1,239	1,221	1,169	7.7	9.7	9.9	46.6	44.7	44.1
German.....	706	676	654	11.2	12.1	8.9	46.7	47.6	48.1
Latin.....	622	548	536	8.6	8.0	14.5	54.1	55.5	50.9
Mathematics.....	2,056	2,051	1,981	13.6	14.4	14.1	50.2	51.3	49.4
Physical Science.....	1,857	1,765	1,776	11.5	14.2	16.2	46.5	45.5	47.0
History.....	2,130	1,947	1,908	13.6	11.0	12.0	44.6	45.8	47.6
Biology.....	1,356	1,371	1,350	8.6	4.5	8.0	47.5	49.5	49.3
Geography.....	587	621	617	11.8	10.0	15.4	45.5	48.5	45.4
French.....	125	126	103	16.0	8.0	7.8	45.2	54.6	48.3
Greek.....	15	16	11	13.3	25.0	18.2	54.0	55.0	50.0
Mechanics.....	66	87	42	28.8	42.5	26.2	42.8	36.7	40.2
Agricultural Science.....	141	131	139	2.8	7.4	7.9	50.2	47.6	49.3
Art.....	159	165	175	1.9	4.2	2.9	52.3	55.4	54.4
Music.....	56	48	35	12.5	4.2	5.7	50.1	56.1	52.9
Hebrew.....	21	33	14	4.8	3.0	7.1	52.5	52.5	55.0
Bookkeeping and Commercial Arithmetic.....	927	951	987	17.0	13.6	16.1	48.6	51.2	49.0
Bookkeeping and Arithmetic (Agric.).....	23	24	24	39.1	12.5	29.2	36.9	50.7	38.5
Domestic Science.....	416	412	438	0.7	1.7	1.4	48.8	48.4	49.3
Manual Training.....	335	329	371	3.0	6.1	4.9	47.9	49.1	50.1
Practical Agriculture.....	23	24	24	—	—	—	55.6	55.5	57.0
Geography and History.....	23	19	19	4.4	21.1	21.1	42.0	36.7	40.0
Homecrafts.....	7	6	7	—	—	—	62.5	45.0	60.5
Northern Sotho.....	8	14	23	12.5	8.7	8.7	51.7	47.5	49.0

D.—The following table shows the number of distinctions awarded in the various subjects for the years 1947, 1948 and 1949:—

Subject.	1947.			1948.			1949.		
	No. of Candidates.	Distinctions.	Percentage.	No. of Candidates.	Distinctions.	Percentage.	No. of Candidates.	Distinctions.	Percentage.
English Higher.....	1,251	17	1.4	1,234	7	0.6	1,190	4	0.3
Afrikaans Higher.....	1,612	3	0.2	1,545	12	0.8	1,569	20	1.3
English Lower.....	1,603	20	0.2	1,542	21	0.9	1,562	21	1.3
Afrikaans Lower.....	1,239	16	1.3	1,221	6	0.5	1,169	8	0.7
German.....	706	33	4.7	676	40	5.9	654	32	4.9
Latin.....	622	48	7.7	548	52	9.5	536	43	8.0
Mathematics.....	2,056	137	6.7	2,051	170	8.3	1,981	152	7.7
Physical Science.....	1,857	33	1.8	1,765	16	0.9	1,776	45	2.5
History.....	2,130	22	1.0	1,947	25	1.3	1,908	18	0.9
Biology.....	1,356	11	0.8	1,371	14	1.0	1,350	14	1.0
Geography.....	587	2	0.3	621	6	1.0	617	4	0.6
French.....	125	3	2.4	126	6	4.8	103	2	1.9
Greek.....	15	2	13.3	16	—	—	11	—	—
Mechanics.....	66	—	—	87	—	—	42	—	—
Agricultural Science.....	143	1	0.7	131	1	0.8	139	3	2.2
Art.....	159	9	5.7	165	6	3.6	175	1	0.6
Music.....	56	2	3.6	48	1	2.1	35	3	8.3
Hebrew.....	21	1	4.8	33	4	12.1	14	1	7.1
Bookkeeping and Commercial Arithmetic	927	50	5.4	957	73	5.4	987	71	7.2
Bookkeeping and Arithmetic (Agric.)....	23	—	—	24	—	—	24	1	4.2
Domestic Science.....	416	—	—	412	—	—	438	—	—
Manual Training.....	335	3	0.9	329	1	0.3	371	5	1.3
Practical Agriculture.....	23	1	4.3	24	—	—	24	—	—
Geography and History.....	23	—	—	19	—	—	19	—	—
Homecrafts.....	7	—	—	6	—	—	7	—	—
Northern Sotho.....	8	—	—	14	—	—	23	1	4.3

III. TRANSVAAL TEACHERS' TRAINING COURSES.

The following table shows the number of students that completed the respective courses of training in 1947, 1948 and 1949:—

	1947.	1948.	1949.
(a) Lower Diploma.....	89	58	86
(b) Teachers' Diploma (three year professional).....	105	136	133
(c) Teachers' Diploma (three year combined).....	25	20	24
(d) Teachers' Diploma (four year combined).....	82	63	85
(e) One year Post-graduate course.....	5	9	5
(f) Special one-year course in Physical Education.....	16	18	5
(g) Special one-year course in Junior Work.....	9	10	—
(h) Special one-year course in Manual Training.....	—	—	2
(i) Special one-year course in Art and Crafts.....	6	1	1
Failures.....	4	4	1

IV. TRANSVAAL COLOURED AND INDIAN TEACHERS' TRAINING COURSES.

The following table shows the number of students that completed the respective courses of training in 1947, 1948 and 1949:—

	1947.	1948.	1949.
(a) Teachers' Lower Diploma.....	8	11	15
(b) Coloured and Indian Teachers' Certificate.....	14	25	18
(c) Teachers' Lower Diploma (Manual Training).....	19	—	—
(d) Coloured and Indian Teachers' Certificate (Manual Training).....	6	—	—

PRIMARY SCHOOLS (COUNTRY).

Ages.	UNDER STANDARD IV.		STANDARD IV.		STANDARD V.		STANDARD VI.		STANDARD VII.		STANDARD VIII.		STANDARD IX.		STANDARD X.		SPECIAL CLASSES.		TOTAL.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 12 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
12 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
13 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
15 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
16 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
17 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
18 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
19 years and above.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL.....	—	3	10	9	29	42	230	176	21	24	16	21	—	—	—	—	—	—	306	284
																				590

ALL EUROPEAN SCHOOLS.

Ages.	UNDER STANDARD IV.		STANDARD IV.		STANDARD V.		STANDARD VI.		STANDARD VII.		STANDARD VIII.		STANDARD IX.		STANDARD X.		SPECIAL CLASSES.		TOTAL.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 12 years.....	6	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
12 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
13 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
15 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
16 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
17 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
18 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
19 years and above.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL.....	9	8	17	15	58	75	935	686	1,192	971	1,813	1,942	386	258	1,652	1,016	46	6,135	5,017	11,152

The following table shows the total number of European school leavers for each standard for the years 1944-1949:—

Year.	Under Standard IV.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Standard VIII.	Standard IX.	Standard X.	Special Classes.	Total.
1944.....	43	104	338	2,105	2,376	3,529	623	2,213	104	11,435
1945.....	34	54	238	1,982	2,426	3,277	629	2,251	150	11,039
1946.....	19	66	238	1,833	2,412	3,418	895	2,142	131	11,154
1947.....	23	65	212	1,722	2,396	3,618	615	2,313	108	11,072
1948.....	32	34	178	1,791	2,345	4,000	761	2,688	144	11,973
1949.....	17	32	133	1,621	2,163	3,755	644	2,668	119	11,152

Percentages based on the preceding table:—

1944.....	0.38	0.91	2.96	18.41	20.78	30.86	5.45	19.35	0.91	100.00
1945.....	0.31	0.49	2.16	17.95	21.98	29.69	5.70	20.39	1.36	100.00
1946.....	0.17	0.59	2.13	16.43	21.62	30.64	8.02	19.20	1.17	100.00
1947.....	0.21	0.59	1.91	15.55	21.64	32.68	5.55	20.89	0.98	100.00
1948.....	0.27	0.28	1.49	14.96	19.59	33.41	6.36	22.45	1.20	100.00
1949.....	0.15	0.29	1.19	14.54	19.40	33.67	5.77	23.92	1.07	100.00

III.

STATISTICS II LARS, JUNE, 1949.

VI.	STANDARD VII.	
	Boys.	Girls.
129	87	76
56	31	30
64	39	34
57	8	11
130	41	43
46	—	—
87	17	36
82	21	22
56	—	—
105	—	—
30	—	—
213	16	15
161	30	35
154	25	26
112	—	—
126	—	—
79	37	39
228	91	80
258	21	35
137	71	54
212	229	307
1,642	1,874	1,950
1,164	2,638	2,793
748	891	691
509	504	310
165	229	154
162	225	192
541	452	401
1,068	1,519	1,285
1,193	3,820	3,033
1,357	6,458	5,826

AGE.	GRADE I.			GRADE II.	
	Boys.	Girls.	Total.	Boys.	Girls.
6 but not 7.....	1,166	1,112	2,278	69	90
7 but not 8.....	1,221	1,068	2,289	1,236	1,160
8 but not 9.....	117	98	215	1,042	1,050
9 but not 10.....	9	8	17	171	120
10 but not 11.....	2	2	4	22	13
11 but not 12.....	1	1	2	6	1
12 but not 13.....	1	—	1	—	2
13 but not 14.....	1	—	1	—	—
14 but not 15.....	—	—	—	—	1
15 but not 16.....	1	—	1	—	—
16 but not 17.....	1	—	1	—	—
17 but not 18.....	—	—	—	—	—
18 but not 19.....	—	—	—	—	—
19 years and over.....	—	—	—	—	—
TOTAL NUMBER OF PUPILS.....	2,520	2,289	4,809	2,546	2,437
Median age.....	7·08	7·03	7·06	7·97	7·97

AGE.	GRADE I.			GRADE II.	
	Boys.	Girls.	Total.	Boys.	Girls.
6 but not 7.....	4,841	4,375	9,216	781	727
7 but not 8.....	2,712	2,476	5,188	5,826	5,247
8 but not 9.....	247	190	437	2,725	2,406
9 but not 10.....	22	14	36	399	309
10 but not 11.....	8	2	10	32	22
11 but not 12.....	1	—	1	5	2
12 but not 13.....	1	1	2	1	1
13 but not 14.....	—	—	—	1	—
14 but not 15.....	—	1	1	—	—
15 but not 16.....	—	—	—	—	—
16 but not 17.....	—	—	—	—	—
17 but not 18.....	—	—	—	—	—
18 but not 19.....	—	—	—	—	—
19 years and over.....	—	—	—	—	—
TOTAL NUMBER OF PUPILS.....	7,832	7,059	14,891	9,770	8,714
Median age.....	6·79	6·81	6·81	7·70	7·69

AGE.	GRADE I.			GRADE II.	
	Boys.	Girls.	Total.	Boys.	Girls.
6 but not 7.....	6,007	5,487	11,494	850	817
7 but not 8.....	3,933	3,544	7,477	7,062	6,407
8 but not 9.....	364	288	652	3,767	3,456
9 but not 10.....	31	22	53	570	429
10 but not 11.....	10	4	14	54	35
11 but not 12.....	2	1	3	11	3
12 but not 13.....	2	1	3	1	3
13 but not 14.....	1	—	1	—	—
14 but not 15.....	—	1	1	—	1
15 but not 16.....	1	—	1	—	—
16 but not 17.....	1	—	1	—	—
17 but not 18.....	—	—	—	—	—
18 but not 19.....	—	—	—	—	—
19 years and over.....	—	—	—	—	—
TOTAL NUMBER OF PUPILS.....	10,352	9,348	19,700	12,316	11,151
Median age.....	6·86	6·85	6·86	7·75	7·74

DETAILED SCHEDULE OF SCHOOL STATISTICS IN CHAPTER II.

CLASSIFICATION OF SCHOLARS, JUNE, 1949.

SCHOOL BOARD.	No. of Schools.	GRADE I.		GRADE II.		STANDARD I.		STANDARD II.		STANDARD III.		STANDARD IV.		STANDARD V.		STANDARD VI.		STANDARD VII.		STANDARD VIII.		STANDARD IX.		STANDARD X.		In Approved Special Classes or Schools for backward Children.		TOTALS.			Primary Education Enrol- ment, June, 1949.	Post- primary Education Enrol- ment, June, 1949.	Students in Training.	Number of Teachers, Decem- ber, 1949.	Average Number of Children to each Teacher.			
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.										
Barberton.....	16	136	131	175	195	199	201	205	190	165	181	156	171	130	157	127	129	87	76	37	42	13	10	6	3	7	4	1,443	1,490	2,933	2,659	274	—	116	25·3			
Ermelo.....	19	206	205	210	207	247	232	262	206	241	248	241	222	186	185	60	56	31	30	18	16	—	—	6	—	7	—	4	1,443	1,490	2,933	2,659	274	—	116	25·3		
Heidelberg.....	15	172	135	167	142	164	198	180	164	195	164	171	163	159	162	72	64	39	34	22	33	—	—	—	—	—	—	—	1,705	1,607	3,312	3,217	95	—	117	28·3		
Klerksdorp.....	13	199	180	168	156	173	157	192	169	179	175	154	153	149	140	44	57	8	11	6	9	—	—	—	—	—	—	—	1,341	1,259	2,600	2,472	128	—	92	28·3		
Lichtenburg.....	26	216	228	223	195	224	221	242	231	227	232	208	222	242	210	157	130	41	43	29	23	—	—	—	—	—	—	—	1,387	1,222	2,609	2,475	34	—	94	26·7		
Lydenburg.....	19	119	119	118	108	133	123	142	129	137	138	134	123	130	120	60	46	—	—	—	—	—	—	—	—	—	—	—	1,820	1,745	3,565	3,429	136	—	134	26·6		
Marico.....	20	201	162	202	180	176	183	210	177	178	167	199	178	172	195	99	87	17	36	11	22	—	—	—	—	—	—	—	973	906	1,879	1,879	—	—	77	24·4		
Middelburg.....	32	414	364	432	374	427	361	442	401	452	397	394	397	387	346	124	82	21	22	12	9	—	—	—	—	—	—	—	1,465	1,387	2,852	2,766	86	—	103	27·7		
Pietersburg.....	30	355	331	448	420	469	400	430	436	372	343	392	356	375	296	63	56	—	—	—	—	—	—	—	—	—	—	—	3,121	2,756	5,877	5,813	64	—	196	30·0		
Potchefstroom.....	28	316	297	321	334	346	349	374	314	313	319	301	312	277	258	114	105	—	—	—	—	—	—	—	—	—	—	—	2,915	2,642	5,557	5,557	—	—	193	28·8		
Pretoria (City).....	43	1,160	1,087	1,454	1,311	1,434	1,339	1,358	1,306	1,250	1,289	1,313	1,196	1,091	1,172	21	30	—	—	—	—	—	—	—	—	—	—	—	47	23	2,409	2,311	4,720	4,720	—	—	173	27·3
Pretoria (District).....	47	486	442	482	425	497	482	436	461	429	384	425	359	343	370	218	213	16	15	12	5	—	—	—	—	—	—	—	149	103	8,833	18,063	18,063	—	—	605	29·9	
Rustenburg.....	30	320	256	343	289	374	313	326	337	317	291	338	295	331	283	201	161	30	35	16	24	—	—	—	—	—	—	—	9	4	3,353	3,160	6,513	6,465	48	—	233	28·0
Standerton.....	29	280	213	286	242	327	279	252	262	263	256	272	249	233	143	154	25	26	10	13	—	—	—	—	—	—	—	—	7	10	2,603	2,294	4,897	4,792	105	—	182	26·0
Vereeniging.....	19	293	258	349	346	392	391	347	315	369	360	323	334	320	289	145	112	—	—	—	—	—	—	—	—	—	—	—	12	5	2,129	1,952	4,081	4,007	74	—	147	27·8
Waterberg.....	30	226	213	231	213	254	218	244	239	237	227	218	198	211	193	113	126	—	—	—	—	—	—	—	—	—	—	—	—	2,538	2,405	4,943	4,943	—	—	167	29·6	
Witwatersrand Central.....	92	2,090	1,811	2,858	2,491	2,888	2,544	2,833	2,441	2,631	2,510	2,500	2,442	2,162	2,093	63	79	37	39	11	6	—	—	—	—	—	—	—	17	15	1,751	1,642	3,393	3,393	—	—	128	26·5
Witwatersrand East.....	78	1,749	1,590	2,211	2,006	2,303	2,015	2,195	2,034	2,143	1,961	1,886	1,794	1,685	1,489	286	228	91	80	26	18	—	—	—	—	—	—	—	200	138	18,273	16,594	34,867	34,774	93	—	1,180	29·5
Witwatersrand West.....	45	963	911	1,236	1,114	1,136	955	1,053	1,022	985	950	948	849	817	751	258	21	35	9	24	—	—	—	—	—	—	—	—	96	58	14,671	13,273	27,944	27,729	215	—	904	30·9
Wolmaransstad.....	10	54	43	65	64	69	57	81	66	88	72	106	86	158	96	258	212	229	307	147	179	—	—	—	—	—	—	—	54	31	7,543	7,100	14,643	14,554	89	—	498	29·4
School Farms.....	34	24	25	32	29	34	40	32	28	95	77	135	126	129	141	2,767	2,642	1,874	1,950	935	1,100	—	—	—	—	—	—	—	—	1,255	1,182	2,437	1,575	862	—	144	16·9	
Junior High Schools.....	3	120	115	62	67	123	85	102	106	130	128	137	119	131	121	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6,232	6,273	12,505	6,356	539	—	539	22·4	
Preparatory Departments.....	3	120	115	62	67	123	85	102	106	130	128	137	119	131	121	—	—	—	—	—	—	—	—	—	—	—	—	—	—	805	741	1,546	1,546	—	—	48	32·3	
TOTAL.....	705	10,352	9,348	12,316	11,151	12,636	11,367	12,198	11,283	11,696	11,137	11,173	10,704	10,125	9,610	5,539	5,164	2,638	2,793	1,333	1,572	136	90	80	54	662	432	90,884	84,705	175,589	166,893	8,696	—	6,246	28·1			
High Schools—	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	926	748	891	691	763	520	608	359	488	255	—	—	—	—	3,676	2,573	6,249	—	—	—	282	22·2	
Witwatersrand Central.....	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	740	509	504	310	370	233	229	122	154	94	—	—	—	—	1,997	1,268	3,265	—	—	—	152	21·5	
Witwatersrand East.....	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	294	165	229	154	183	108	79	61	93	50	—	—	—	—	1,997	1,268	3,265	—	—	—	152	21·5	
Witwatersrand West.....	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	294	165	229	154	183	108	79	61	93	50	—	—	—	—	1,997	1,268	3,265	—	—	—	152	21·5	
Potchefstroom.....	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	200	162	225	192	194	137	144	81	117	64	—	—	—	—	878	538	1,416	—	—	—	63	22·5	
Pretoria.....	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	587	541	452	401	358	338	283	236	207	162	—	—	—	—	880	636	1,516	—	—	—	73	20·8	
Provincial Towns.....	24	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,260	1,068	1,519	1,285	1,092	842	704	412	576	366	—	—	—	—	1,887	1,678	3,565	—	—	—	165	21·6	
Normal Colleges.....	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,260	1,068	1,519	1,285	1,092	842	704	412	576	366	—	—	—	—	5,151	3,973	9,124	—	—	—	462	19·7	
TOTAL.....	61	—	—	—	—	—	—	—	—	—	—	—	—	—	—	4,007	3,193	3,820	3,033	2,960	2,178	2,047	1,271	1,635	991	—	—	—	—	14,469	10,666	25,135	—	—	25,135	1,335	1,276	21·0
GRAND TOTAL.....	766	10,352	9,348	12,316	11,151	12,636	11,367	12,198	11,283	11,696	11,137	11,173	10,704	10,125	9,610	9,546	8,357	6,458	5,826	4,293	3,750	2,183	1,361	1,715	1,045	662	432	105,353	95,371	200,724	166,893	33,831	1,335	7,522	26·9			

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Appendix IV.

DISTRIBUTION OF ENROLMENT ON 7TH JUNE, 1949, BY AGES AND CLASSES.

COUNTRY SCHOOLS.

AGE.	GRADE I.			GRADE II.			STANDARD I.			STANDARD II.			STANDARD III.			STANDARD IV.			STANDARD V.			STANDARD VI.			STANDARD VII.			STANDARD VIII.			STANDARD IX.			STANDARD X.			In Approved Special Classes or Schools for Backward Children.			TOTAL.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
6 but not 7.....	1,166	1,112	2,278	69	90	159	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,235	1,202	2,437					
7 but not 8.....	1,221	1,068	2,289	1,236	1,160	2,396	96	104	200	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2,553	2,333	4,886				
8 but not 9.....	117	98	215	1,042	1,050	2,092	1,145	1,157	2,302	101	106	207	5	5	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2,411	2,416	4,827			
9 but not 10.....	9	8	17	171	120	291	1,175	987	2,162	1,029	1,110	2,139	96	132	228	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2,483	2,365	4,848		
10 but not 11.....	2	2	4	22	13	35	267	176	443	1,090	1,082	2,172	857	963	1,820	86	129	215	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2,329	2,375	4,704		
11 but not 12.....	1	1	2	6	1	7	48	21	69	311	191	502	1,093	931	2,024	872	864	1,736	101	115	216	2	2	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2,436	2,126	4,562		
12 but not 13.....	1	—	—	—	—	—	7	4	11	311	191	502	1,093	931	2,024	872	864	1,736	101	115	216	2	2	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2,241	2,116	4,357		
13 but not 14.....	1	—	—	—	—	—	2	—	2	55	31	86	396	271	667	989	977	1,946	726	784	1,510	65	68	133	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,978	1,659	3,637		
14 but not 15.....	—	—	—	—	—	—	—	—	—	12	10	22	110	62	172	422	269	691	923	812	1,735	490	492	982	17	13	30	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,352	1,220	2,572	
15 but not 16.....	—	—	—	—	—	—	—	—	—	2	4	6	18	9	27	104	73	177	424	311	735	726	664	130	138	292	9	11	20	—	—	—	—	—	—	—	—	—	—	—	—	—	—	769	646	1,415	
16 but not 17.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	28	20	48	130	70	200	400	307	707	66	86	156	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	234	191	425	
17 but not 18.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	55	32	87		
18 but not 19.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	3	6
19 years and over.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
TOTAL NUMBER OF PUPILS.....	2,520	2,289	4,809	2,546	2,437	4,983	2,740	2,449	5,189	2,601	2,532	5,133	2,579	2,375	4,954	2,506	2,320	4,826	2,317	2,107	4,424	1,797	1,576	3,373	286	372	658	174	217	391	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
Median age.....	7-08	7-03	7-06	7-97	7-97	7-97	9-10	8-97	9-04	10-16	10-05	10-10	11-30	11-09	11-21	12-30	12-17	12-23	13-36	13-18	13-27	14-47	14-34	14-41	15-45	15-17	15-30	16-13	16-07	16-12	—	—	—	—	—	—	—	—	—	—	—	—	—	—			

TOWN SCHOOLS.

AGE.	GRADE I.			GRADE II.			STANDARD I.			STANDARD II.			STANDARD III.			STANDARD IV.			STANDARD V.			STANDARD VI.			STANDARD VII.			STANDARD VIII.			STANDARD IX.			STANDARD X.			In Approved Special Classes or Schools for Backward Children.			TOTAL.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
6 but not 7.....	4,841	4,375	9,216	781	727	1,508	8	9	17	—	19	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	

ALL SCHOOLS.

AGE.	GRADE I.			GRADE II.			STANDARD I.			STANDARD II.			STANDARD III.			STANDARD IV.			STANDARD V.			STANDARD VI.			STANDARD VII.			STANDARD VIII.			STANDARD IX.			STANDARD X.
------	----------	--	--	-----------	--	--	-------------	--	--	--------------	--	--	---------------	--	--	--------------	--	--	-------------	--	--	--------------	--	--	---------------	--	--	----------------	--	--	--------------	--	--	-------------

tal.	STANDARD IX.			STANDARD X.			In Approved Special Classes or Schools for Backward Children.			TOTAL.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
—	—	—	—	—	—	—	—	—	—	1,235	1,202	2,437
—	—	—	—	—	—	—	—	1	1	2,553	2,333	4,886
—	—	—	—	—	—	—	1	—	—	2,411	2,416	4,827
—	—	—	—	—	—	—	—	1	1	2,483	2,365	4,848
—	—	—	—	—	—	—	3	3	6	2,329	2,375	4,704
—	—	—	—	—	—	—	2	—	2	2,436	2,126	4,562
—	—	—	—	—	—	—	2	—	2	2,241	2,116	4,357
—	—	—	—	—	—	—	1	—	1	1,978	1,659	3,637
20	—	—	—	—	—	—	3	2	5	1,352	1,220	2,572
156	—	—	—	—	—	—	1	3	4	769	646	1,415
161	—	—	—	—	—	—	—	—	—	234	191	425
52	—	—	—	—	—	—	—	—	—	55	32	87
2	—	—	—	—	—	—	—	—	—	3	3	6
—	—	—	—	—	—	—	—	—	—	—	—	—
391	—	—	—	—	—	—	13	10	23	20,079	18,684	38,763
12	—	—	—	—	—	—	—	—	—	10·58	10·43	10·51

tal.	STANDARD IX.			STANDARD X.			In Approved Special Classes or Schools for Backward Children.			TOTAL.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
—	—	—	—	—	—	—	4	7	11	5,634	5,118	10,752
—	—	—	—	—	—	—	11	12	23	9,507	8,708	18,215
—	—	—	—	—	—	—	33	20	53	9,156	8,476	17,632
—	—	—	—	—	—	—	26	28	54	9,242	8,624	17,866
—	—	—	—	—	—	—	54	33	87	8,790	8,237	17,027
—	—	—	—	—	—	—	57	48	105	8,246	8,043	16,289
3	—	—	—	—	—	—	83	48	131	8,206	7,589	15,795
134	—	—	—	—	—	—	99	70	169	7,409	6,882	14,291
460	57	54	111	—	—	—	128	78	206	7,177	6,406	13,583
854	601	524	1,125	54	50	104	103	63	166	6,498	5,330	11,828
866	1,027	595	1,622	516	415	931	44	11	55	3,462	2,335	5,797
302	409	170	579	737	446	1,183	6	2	8	1,424	770	2,194
30	82	18	100	310	123	433	1	2	3	415	158	573
3	7	—	7	98	11	109	—	—	—	108	11	119
552	2,183	1,361	3,544	1,715	1,045	2,760	649	422	1,071	85,274	76,687	161,961
58	16·42	16·17	16·38	17·40	17·13	17·29	13·59	13·22	13·43	11·04	10·90	10·97

al.	STANDARD IX.			STANDARD X.			In Approved Special Classes or Schools for Backward Children.			TOTAL.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
—	—	—	—	—	—	—	4	7	11	6,869	6,320	13,189
—	—	—	—	—	—	—	11	13	24	12,060	11,041	23,101
—	—	—	—	—	—	—	34	20	54	11,567	10,892	22,459
—	—	—	—	—	—	—	26	29	55	11,725	10,989	22,714
—	—	—	—	—	—	—	57	36	93	11,119	10,612	21,731
—	—	—	—	—	—	—	59	48	107	10,682	10,169	20,851
3	—	—	—	—	—	—	85	48	133	10,447	9,705	20,152
134	—	—	—	—	—	—	100	70	170	9,387	8,541	17,928
480	57	54	111	—	—	—	131	80	211	8,529	7,626	16,155
910	601	524	1,125	54	50	104	104	66	170	7,267	5,976	13,243
927	1,027	595	1,622	516	415	931	44	11	55	3,696	2,526	6,222
954	409	170	579	737	446	1,183	6	2	8	1,479	802	2,281
32	82	18	100	310	123	433	1	2	3	418	161	579
3	7	—	7	98	11	109	—	—	—	108	11	119
943	2,183	1,361	3,544	1,715	1,045	2,760	662	432	1,094	105,353	95,371	200,724
50	16·42	16·17	16·33	17·39	17·13	17·29	13·56	13·22	13·41	10·94	10·80	10·87

Appendix V.

RETARDATION OF PUPILS.

SUMMARY SHOWING THE PERCENTAGE OF FAILURES AND PERCENTAGES OF PUPILS IN GOVERNMENT SCHOOLS WHO SPENT TWO OR MORE YEARS IN ONE STANDARD—1949.

	Grade I.	Grade II.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Total.
High Schools...													
Number of pupils classified.....	—	—	—	—	—	—	—	7,130	6,594	4,973	3,155	2,565	24,417
Number of pupils who failed.....	—	—	—	—	—	—	—	847	1,004	644	514	393	3,402
Percentage of failures.....	—	—	—	—	—	—	—	11.9	15.2	12.9	16.3	15.3	13.9
Percentage of pupils who spent two or more years in one standard.....	—	—	—	—	—	—	—	6.4	7.4	4.7	8.7	4.3	6.4
Junior High Schools													
Number of pupils classified.....	73	64	74	61	83	161	190	5,188	3,400	1,890	186	112	11,482
Number of pupils who failed.....	29	3	2	3	9	14	12	744	591	340	37	14	1,797
Percentage of failures.....	39.7	3.1	2.7	4.9	10.8	8.7	6.3	14.3	17.4	18.0	19.9	12.5	15.7
Percentage of pupils who spent two or more years in one standard.....	—	3.1	2.7	3.3	8.4	2.5	1.1	6.4	7.2	2.9	6.5	4.5	5.8
School Farms...													
Number of pupils classified.....	136	152	142	188	194	223	307	497	521	327	—	—	2,687
Number of pupils who failed.....	22	6	14	13	8	12	9	33	47	39	—	—	203
Percentage of failures.....	16.2	3.9	9.9	6.9	4.1	5.4	2.9	6.6	9.0	11.9	—	—	7.6
Percentage of pupils who spent two or more years in one standard.....	5.1	3.3	7.7	8.0	12.4	9.4	6.2	7.0	4.6	0.9	—	—	6.1
Primary Schools (Town)													
Number of pupils classified.....	20,207	19,159	19,058	18,378	17,815	16,815	15,000	1,843	884	442	39	25	129,665
Number of pupils who failed.....	4,696	1,049	1,082	1,031	1,008	890	507	188	166	113	5	8	10,743
Percentage of failures.....	23.2	5.5	5.7	5.6	5.6	5.3	3.4	1.0	18.7	25.6	12.9	32.0	8.3
Percentage of pupils who spent two or more years in one standard.....	3.2	3.9	4.9	5.1	5.0	4.1	3.0	5.2	8.3	4.5	5.1	4.0	4.2
Primary Schools (Country)													
Number of pupils classified.....	5,350	4,763	4,821	4,859	4,659	4,547	4,050	2,857	110	61	—	—	36,077
Number of pupils who failed.....	760	218	319	246	314	197	205	127	19	17	—	—	2,422
Percentage of failures.....	14.2	4.6	6.6	5.1	6.7	4.3	5.1	4.4	17.3	27.8	—	—	6.7
Percentage of pupils who spent two or more years in one standard.....	3.5	4.1	5.7	5.5	6.8	4.4	4.6	2.5	11.8	3.3	—	—	4.7
All Schools.....													
Number of pupils classified.....	25,766	24,138	24,095	23,486	22,751	21,746	19,547	17,515	11,509	7,693	3,380	2,702	204,328
Number of pupils who failed.....	5,507	1,275	1,417	1,293	1,339	1,827	733	1,939	1,827	1,153	556	415	18,567
Percentage of failures.....	21.4	5.3	5.9	5.5	5.9	8.4	3.7	11.1	15.9	15.0	16.5	15.4	9.1
Percentage of pupils who spent two or more years in one standard.....	3.3	4.0	5.1	5.2	5.5	4.2	3.4	5.7	7.3	4.1	8.5	4.3	4.7
Indian and Coloured Schools													
Number of pupils classified.....	3,832	3,093	3,231	2,804	2,330	1,792	1,250	705	320	206	85	35	19,683
Number of pupils who failed.....	1,069	547	502	426	357	252	149	147	132	84	31	27	3,723
Percentage of failures.....	27.9	17.7	15.5	15.2	15.3	14.1	11.9	20.9	41.3	40.8	36.5	77.1	18.9
Percentage of pupils who spent two or more years in one standard.....	10.8	12.0	11.1	12.3	11.8	9.0	8.1	8.1	20.0	20.9	15.3	11.4	11.2

SCHOOL FARMS.

	Grade I.	Grade II.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Total.
1. Number of pupils classified according to Standard as at 9th December, 1949.....	136	152	142	188	194	223	307	497	521	327	—	—	2,687
2. Number of pupils promoted to a higher Standard.....	114	146	128	175	186	211	298	464	474	288	—	—	2,484
3. Number of pupils who failed.....	22	6	14	13	8	12	9	33	47	39	—	—	203
4. Number of pupils who on 9th December, 1949, had spent in that Standard—													
(a) less than one year.....	21	3	2	—	—	—	—	—	—	—	—	—	26
(b) one year.....	104	143	129	173	170	202	288	462	497	324	—	—	2,492
(c) less than two years.....	4	1	—	—	—	—	—	—	—	—	—	—	5
(d) two years.....	7	5	11	15	24	21	19	35	24	3	—	—	164
(e) less than three years.....	—	—	—	—	—	—	—	—	—	—	—	—	—
(f) three years.....	—	—	—	—	—	—	—	—	—	—	—	—	—
(g) more than three years.....	—	—	—	—	—	—	—	—	—	—	—	—	—

PRIMARY SCHOOLS (TOWN).

	Grade I.	Grade II.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Total.
1. Number of pupils classified according to Standard as at 9th December, 1949.....	20,207	19,159	19,058	18,378	17,815	16,815	15,000	1,843	884	442	39	25	129,665
2. Number of pupils promoted to a higher Standard.....	15,511	18,110	17,976	17,347	16,807	15,925	14,493	1,655	718	329	34	17	118,922
3. Number of pupils who failed.....	4,696	1,049	1,082	1,031	1,008	890	507	188	166	113	5	8	10,743
4. Number of pupils who on 9th December, 1949, had spent in that Standard—													
(a) less than one year.....	5,994	3,355	415	214	125	141	170	8	—	1	1	—	10,424
(b) one year.....	12,864	14,812	17,683	17,203	16,780	15,961	14,364	1,733	807	420	36	24	112,687
(c) less than two years.....	706	237	27	22	18	19	16	6	3	1	—	—	1,055
(d) two years.....	628	748	931	935	888	693	449	95	73	18	2	1	5,461
(e) less than three years.....	9	2	—	1	—	—	1	—	1	2	—	—	17
(f) three years.....	5	5	—	3	4	1	—	—	—	—	—	—	20
(g) more than three years.....	1	—	—	—	—	—	—	—	—	—	—	—	1

INDIAN AND COLOURED SCHOOLS.

	Grade I.	Grade II.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Total.
1. Number of pupils classified according to Standard as at 9th December, 1949.....	3,832	3,093	3,231	2,804	2,330	1,792	1,250	705	320	206	85	35	19,683
2. Number of pupils promoted to a higher Standard.	2,763	2,546	2,729	2,378	1,973	1,540	1,101	558	188	122	54	8	15,960
3. Number of pupils who failed.....	1,069	547	502	426	357	252	149	147	132	84	31	27	3,723
4. Number of pupils who on 9th December, 1949, had spent in that Standard—													
(a) less than one year.....	906	292	176	85	57	38	24	3	1	—	—	—	1,582
(b) one year.....	2,103	2,365	2,595	2,346	1,983	1,578	1,114	643	255	163	72	3	15,248
(c) less than two years.....	411	65	100	28	16	15	11	2	—	—	—	—	648
(d) two years.....	341	361	353	341	273	161	101	57	61	40	13	4	2,106
(e) less than three years.....	55	4	1	1	—	—	—	—	—	—	—	—	61
(f) three years.....	13	5	5	3	1	—	—	—	2	3	—	—	32
(g) more than three years.....	3	1	1	—	—	—	—	—	1	—	—	—	6

Appendix VI.

PUPILS ADMITTED FOR THE FIRST TIME—1949.

The following table shows the number of pupils between the ages of 6 and 12 years who have been admitted to European Government schools during the beginning of the First and Third terms, 1949, and who have not yet attended a school.

	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Total.
First term.....	2,608	13,294	1,200	45	9	7	4	17,167
Third term.....	6,135	952	21	1	—	—	1	7,110
TOTAL.....	8,743	14,246	1,221	46	9	7	5	24,277

The following table shows the comparative totals for the period 1946–1949:—

	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Total.
1946.....	6,220	13,537	1,725	73	8	1	4	21,568
1947.....	6,860	13,754	1,618	70	8	4	4	22,318
1948.....	7,374	13,572	1,381	48	13	6	3	22,397
1949.....	8,743	14,246	1,221	46	9	7	5	24,277

Appendix VII.

DETAILED SCHEDULE OF STAFF STATISTICS SHOWN IN CHAPTER II RELATING
TO SALARIES OF TEACHERS, DECEMBER, 1949.

W = Women.

M = Men.

SCHOOL BOARD.	Total Salaries.	£700+.		£600 to £699.		£500 to £599.		£400 to £499.		£300 to £399.		£200 to £299.		£100 to £199.		Average Salaries.
		M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	
Barberton.....	£ 58,612	22	—	12	—	13	—	19	12	5	27	—	5	—	1	505
Ermedo.....	39,819	25	—	21	1	—	—	6	12	7	23	—	15	—	—	511
Heidelberg.....	49,110	27	—	12	—	9	—	3	12	2	23	—	12	—	—	533
Klerksdorp.....	48,171	21	—	11	—	8	—	5	14	1	21	—	2	—	—	512
Lichtenburg.....	44,350	42	—	22	—	9	—	4	10	3	17	—	15	—	—	554
Lydensburg.....	42,562	24	—	13	—	4	—	2	6	3	16	—	8	—	—	552
Marico.....	56,912	27	—	22	—	6	—	8	12	5	13	—	5	—	—	552
Middelburg.....	101,975	45	—	33	1	10	—	6	26	10	44	—	13	—	—	520
Pietersburg.....	98,386	40	—	20	2	12	—	11	34	8	25	—	3	—	1	509
Potchefstroom.....	89,096	41	—	16	—	15	—	10	30	6	38	—	18	—	1	515
Pretoria City.....	301,368	106	—	44	6	12	—	25	141	12	139	—	47	—	—	498
Pretoria District.....	128,566	61	—	45	1	15	—	17	26	9	44	—	1	—	—	551
Rustenburg.....	98,687	49	1	35	1	4	—	3	20	6	36	—	1	—	—	542
Standerton.....	76,343	36	—	19	1	11	—	9	17	7	39	—	19	—	—	519
Vereeniging.....	82,346	28	—	21	—	11	—	3	33	5	22	—	16	—	—	493
Waterburg.....	65,275	24	—	27	—	8	—	1	14	11	19	—	14	—	—	509
Witwatersrand Central.....	580,658	145	18	61	33	43	125	57	365	29	232	—	63	1	6	491
Witwatersrand East.....	437,466	131	8	67	14	35	65	49	210	31	214	—	76	—	2	483
Witwatersrand West.....	244,124	83	1	49	—	26	—	30	117	11	110	—	49	—	—	490
Wolmaransstad.....	88,111	43	—	39	—	4	—	1	21	4	24	—	9	—	—	564
TOTALS.....	2,781,937	1,018	30	589	60	234	358	330	1,136	168	1,115	17	426	1	13	506
Preparatory Departments.....	24,221	2	2	1	4	—	15	1	13	—	7	—	3	—	—	505
School Farms.....	80,215	32	—	24	3	20	—	1	11	5	20	—	7	—	1	557
Junior High Schools.....	326,135	177	1	39	24	85	27	70	51	13	65	—	7	—	—	583
High Schools.....	782,860	447	12	123	73	160	53	93	106	10	111	—	5	—	2	654
Normal Colleges.....	59,060	43	2	2	13	5	—	—	6	—	3	—	—	—	—	748
Non-European Schools.....	265,097	53	1	40	6	31	8	115	48	104	53	74	78	15	38	399
TOTALS.....	4,025,525	1,772	48	818	183	535	467	629	1,371	300	1,374	93	526	16	54	492

OF TEACHERS. DECEMBER, 1949.

W = Women.

NS.					Total Number of Full-time Teachers.		PART-TIME.				TOTALS.		
		Un- certificated.					Certificated.		Un- certificated.				
trained.													
	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	Total.	
1	1	—	1	71	45	—	2	—	5	71	52	123	
2	—	—	4	60	57	—	1	—	—	60	58	118	
1	—	—	1	50	42	—	1	—	1	50	44	94	
2	—	—	—	46	48	—	—	—	1	46	49	95	
1	3	—	—	86	48	—	1	—	2	86	51	137	
1	—	—	1	46	31	—	1	—	3	46	35	81	
1	—	—	1	68	35	—	3	—	2	68	40	108	
1	—	2	1	106	90	—	1	—	3	106	94	200	
3	1	1	4	102	91	—	—	—	1	102	92	194	
1	1	—	2	80	93	—	—	—	2	80	95	175	
4	3	3	1	204	401	—	3	—	—	204	404	608	
2	1	2	1	145	88	—	1	—	5	145	94	239	
1	2	—	3	109	73	—	4	—	3	109	80	189	
1	—	1	3	77	70	—	2	—	2	77	74	151	
2	—	—	—	76	91	—	—	—	2	76	93	169	
3	—	2	2	82	46	—	—	—	11	82	57	139	
3	5	4	9	338	842	2	5	1	—	341	847	1,188	
2	2	1	—	315	589	—	—	—	—	315	589	904	
3	—	—	11	195	303	—	—	—	1	195	304	499	
4	—	—	2	101	55	—	2	—	3	101	60	161	
4	19	16	47	2,357	3,138	2	27	1	47	2,360	3,212	5,572	
1	—	—	—	4	44	—	—	—	—	4	44	48	
2	1	1	3	101	43	—	2	—	3	101	48	149	
1	—	1	1	384	175	—	3	—	1	384	179	563	
55	1	4	7	835	362	3	16	3	7	841	385	1,226	
	—	2	1	50	29	1	1	1	2	52	32	84	
	33	19	23	432	232	—	2	—	4	432	238	670	
3	54	43	82	4,163	4,023	6	51	5	64	4,174	4,138	8,312	

M = Men.

DETAILED SCHEDULE OF STAFF STATISTICS SHOWN IN CHAPTER II, RELATING TO QUALIFICATIONS OF TEACHERS. DECEMBER, 1949.

W = Women.

SCHOOL BOARD.	Married.		Single.		ACADEMIC QUALIFICATIONS.										PROFESSIONAL QUALIFICATIONS.										PART-TIME.				TOTALS.						
					Certificated.					Uncertificated.					T. 2.				T. 3.				Un-certificated.	Total Number of Full-time Teachers.	Certificated.		Un-certificated.								
					Graduates.		Non-graduates.			Graduates.		Non-graduates.			Trained.		Untrained.		Trained.		Untrained.														
							Matriculated.	Non-matriculated.	Matriculated.			Non-matriculated.																							
	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	Total.		
Barberton.....	54	25	17	20	30	5	39	36	2	3	—	—	—	—	—	62	23	—	—	8	20	1	2	1	—	1	71	45	—	2	—	5	71	52	123
Ermelo.....	46	26	8	31	19	3	39	49	2	3	—	—	1	—	—	43	21	2	—	15	30	2	—	—	—	4	60	57	—	1	—	—	60	58	118
Heidelberg.....	46	19	4	23	3	27	38	—	—	—	—	—	—	—	—	41	21	1	—	7	19	1	—	—	—	1	50	42	—	1	—	1	50	44	94
Klerksdorp.....	39	20	7	28	20	3	23	45	—	—	—	—	—	—	—	36	32	3	—	5	16	2	—	—	—	—	46	48	—	—	—	1	46	49	95
Lichtenburg.....	77	24	9	24	38	2	47	44	1	2	—	—	—	—	—	74	28	3	—	8	17	1	3	—	—	—	86	48	—	1	—	2	86	51	137
Lydenburg.....	41	15	5	16	11	2	27	26	8	2	—	—	—	—	—	30	15	7	—	4	16	3	—	—	—	1	46	31	—	3	—	2	46	35	81
Marico.....	62	17	6	18	20	2	39	27	9	5	—	—	—	—	—	54	13	3	—	10	21	1	—	—	—	1	68	35	—	3	—	2	68	40	108
Middelburg.....	85	44	21	46	28	4	65	77	11	8	—	—	2	1	—	79	47	9	—	15	42	1	—	2	4	1	106	90	—	1	—	3	106	94	200
Pietersburg.....	84	40	18	51	39	10	58	66	4	11	—	—	—	1	2	69	36	9	—	20	50	3	—	—	1	1	102	91	—	—	—	1	102	92	194
Potchefstroom.....	74	40	6	53	29	11	45	72	6	8	—	—	—	—	—	69	59	6	—	5	31	—	1	4	—	2	80	93	—	2	—	2	80	95	175
Pretoria City.....	175	148	29	253	111	46	82	331	8	23	2	—	—	—	—	171	255	12	5	18	137	—	3	3	1	204	401	—	3	—	—	204	404	608	
Pretoria District.....	131	49	14	39	50	5	78	75	15	7	—	—	—	1	1	110	48	6	—	23	38	4	1	2	1	145	88	—	1	—	5	145	94	239	
Rustenburg.....	101	40	8	33	35	4	64	62	10	4	—	—	1	—	—	73	34	8	—	26	34	2	2	—	3	109	80	—	2	—	2	109	80	189	
Standerton.....	69	24	8	46	20	4	53	57	3	6	—	—	—	—	—	60	30	11	30	5	7	—	—	1	3	77	70	—	2	—	2	77	74	151	
Vereniging.....	70	34	57	29	3	43	84	4	4	—	—	—	—	—	—	57	42	6	—	12	49	1	—	—	—	76	91	—	—	—	2	76	93	169	
Waterberg.....	67	30	15	16	29	4	51	36	—	—	—	2	2	—	—	57	24	6	—	15	20	2	—	2	2	82	46	—	—	—	11	82	57	139	
Witwatersrand Central.....	246	359	92	483	198	133	129	570	7	130	3	—	1	1	5	299	437	10	15	22	376	3	5	4	9	338	842	—	2	5	1	341	847	1,188	
Witwatersrand East.....	254	306	61	283	119	56	186	465	9	68	—	—	—	—	—	253	285	15	8	44	294	2	2	1	—	315	589	—	—	—	315	589	904		
Witwatersrand West.....	163	167	32	136	93	17	97	263	5	12	—	—	—	2	—	157	157	10	1	25	132	3	—	—	11	195	303	—	—	—	1	195	304	499	
Wolmaransstad.....	91	33	10	22	28	2	70	45	3	6	—	—	—	—	—	69	27	10	—	18	26	4	—	—	—	2	101	55	—	2	—	3	101	60	161
TOTALS.....	1,981	1,483	376	1,655	969	317	1,262	2,468	110	306	5	5	8	35	3	7	1,863	1,638	137	60	307	1,314	34	19	16	47	2,357	3,138	2	27	1	47	2,360	3,212	5,572
Preparatory Departments.....	1	8	3	36	3	11	1	31	—	2	—	—	—	—	—	4	30	—	—	14	11	—	—	—	—	—	4	44	—	—	—	—	4	44	48
School Farms.....	77	14	24	29	62	7	35	31	3	2	—	1	—	—	—	91	27	3	1	—	5	11	1	—	—	3	101	43	—	2	—	3	101	48	149
Junior High Schools.....	290	57	94	118	285	82	98	89	9	3	—	—	—	—	—	357	157	14	2	10	15	2	—	1	1	1	384	175	—	—	—	1	384	179	563
High Schools.....	694	87	141	275	752	277	72	74	7	4	2	2	—	—	—	786	327	40	7	4	20	1	1	4	1	1	841	365	1	226	3	7	841	385	1,226
Normal Colleges.....	47	7	3	24	46	16	1	12	1	1	—	1	—	1	—	47	27	1	—	1	—	—	—	—	2	1	50	29	—	1	2	52	32	84	
Non-European Schools.....	327	114	105	118	45	15	136	47	232	147	2	—	1	1	—	22	113	35	17	3	228	138	55	33	19	23	432	232	—	2	—	4	432	238	670
TOTALS.....	3,417	1,768	746	2,255	2,162	725	1,596	2,752	362	464	11	10	10	42	22	30	3,261	2,241	212	73	554	1,573	93	54	43	82	4,163	4,023	6	51	5	104	4,174	4,138	8,312

Appendix IX.

TRANSVAAL TEACHERS' PENSION FUND, 1949.

Transvaal Teachers' Pensions Ordinance, No. 5 of 1916, as amended.

1. The following number of New Entrants was admitted to the Transvaal Teachers' Pension Fund during the year 1949 in terms of Section 3 of Ordinance No. 5 of 1916, as amended: 586.

2. Number of members who ceased to contribute for the reasons stated:—

Superannuation	74
Retirement (Invalid)	13
Resignation prior to Superannuation	44
Marriage	76
Ill-health	1
Death	18
Transfer	15

3. Number of teachers in receipt of pensions as at 31st December, 1949, in terms of the Ordinance: 1,054.

4. Teachers granted pensions during 1949:—

Albertyn, Mrs. N. J.	Du Toit, J. P.
Badenhorst, J. H.	Els, J. J.
Billingham, Mrs. M. M.	Ferguson, A. L.
Botha, A. D.	Gitsham, E.
Botha, P. B. F.	Gouws, D. J. A.
Brown, Miss F. A.	Greybe, J. H.
Brummer, Miss G. W.	Groeneveld, L.
Campbell, Miss M. D.	Hellman, Miss E.
Claassen, D. J.	Hogewind, R.
Coetsee, P. J. H.	Hudson, Miss M. H.
Coetzee, Mrs. M. A.	Immelman, D. W.
Coetzer, P. A.	Jensen, C. A.
Crouse, C. F.	Jensen, O. J. S.
Davies, A.	Johannes, B. C. T.
De Bruyn, Miss C. A.	Joubert, H. J.
De Jager, T. J.	Kat, W.
De Kock, D. J.	Kieser, T. J. A.
Dennison, Mrs. D. T.	Kirkpatrick, Miss I. M.
De Villiers, M. J.	Knobel, A. D. J.
De Wit, J. F.	Kolbe, Miss A. J. J.
Du Plessis, F. D.	Lamprecht, S. J. B.
Du Preez, R. J.	Langschmidt, E. H.

Le Roux, F. J.
 Le Roux, J. D.
 Lion-Cachet, F. N.
 Matheson, D. D.
 Miller, Mrs. C. J.
 Miller, Miss D. M.
 Möhr, P. J.
 Muller, A. M.
 Nash, V. O.
 Nel, J. H.
 Neser, T. B.
 Nienaber, J. S.
 Nutt, D. J.
 Pienaar, C. L.
 Pitout, Mrs. A. S.
 Potgieter, F. J.
 Potgieter, J. W.
 Pretorius, J. J.
 Rens, Mrs. E. W.
 Richter, P. S.
 Schutte, J. L.
 Shaw, Mrs. A.

Shipton, Miss D. M.
 Snow, J. H. C.
 Stoffberg, P. A.
 Theron, P. C.
 Van den Berg, B. J.
 Van der Linde, I. D.
 Van Marle, J.
 Van Reenen, A. D. W.
 Van Rooyen, J. H.
 Van Vuuren, Mrs. M. W. J.
 Van Wyk, H. J.
 Van Zyl, A. J.
 Van Zyl, Mrs. I.
 Vaughan-Williams, Miss G. M.
 Vercueil, S. C.
 Vermooten, B. J.
 Watermeyer, Miss B. H.
 Watermeyer, Miss E.
 Wehmeyer, Miss M. C.
 Williams, T.
 Winckworth, T. D.

5. Amount paid in respect of deceased teachers and pensioners during 1949: £27,440 13s. 10d.

Appendix X.

MOTOR TRANSPORT SCHEMES, 1949.

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	£ s. d.	Contract Price per School Day, plus 50 Per Cent Allowance.
Nelspruit-Bostrand.....	Barberton.....	17.1	54 plus 18	1 13 3	
Nelspruit-Cromdale.....	Barberton.....	14.7	54	1 10 9	
Nelspruit-Houtbosloop.....	Barberton.....	17.5	47	1 11 10	
Nelspruit-Krokodilpoort.....	Barberton.....	13.2	46	2 17 6	No allowance (Tender).
Nelspruit-Schagen.....	Barberton.....	18.0	45	1 13 0	
Pelgrimsrus-Vaalhoek.....	Barberton.....	14.7	28	1 4 6	
Sabie-Elandsdrift.....	Barberton.....	11.3	40	3 0 0	No allowance (Tender).
Waterval Boven-Airfie.....	Barberton.....	15.0	31	21 13 4	Salary per month, plus £156 per year, cost of living allowance.
Waterval Boven-Kaalbooi.....	Barberton.....	10.2	26	2 0 0	No allowance (Tender).
White River-Bergvlei.....	Barberton.....	13.6	48	3 0 0	No allowance (Tender).
White River-Curlewis.....	Barberton.....	11.5	56	1 6 8	
White River-Karino.....	Barberton.....	14.2	68	1 11 10	
Witriver-Logieskop.....	Barberton.....	9.6	50	2 15 0	No allowance (Tender).
Morgenzon-Blesbokspruit.....	Ermelo.....	14.5	48	2 10 0	No allowance (Tender).
Morgenzon-Tweefontein.....	Ermelo.....	13.9	27	1 3 8	
Piet Retief-Die Plotte.....	Ermelo.....	6.3 (1st trip) 5.0 (2nd trip)	50 plus	1 5 9	
Piet Retief-Idalia.....	Ermelo.....	20.0	70	2 2 10	
Piet Retief-Pogitershoek.....	Ermelo.....	15.0	31	1 5 9	
Balfour-Harebeestfontein.....	Heidelberg.....	18.9	48	1 14 2	
Balfour-Leeukraal.....	Heidelberg.....	16.5	51	1 12 0	
Balfour-Leeuwbank.....	Heidelberg.....	18.0	35	1 10 0	
Balfour-Modderfontein.....	Heidelberg.....	17.2	35	1 9 0	
Balfour-Riefontein.....	Heidelberg.....	20.2	52	1 17 0	
Braklaag-Witkleifontein.....	Heidelberg.....	18.5	35	1 10 0	
Devon-Palmfontein.....	Heidelberg.....	19.2	20	1 6 3	
Endracht-Witbank.....	Heidelberg.....	20.7	43	1 14 9	
Greylingstad-Herbsfontein.....	Heidelberg.....	16.0	34	1 6 8	
Grootvlei-Anna.....	Heidelberg.....	21.3	24	1 7 9	
Grootvlei-Beerlaagte.....	Heidelberg.....	16.3	38	1 8 0	
Grootvlei-Harebeestfontein.....	Heidelberg.....	20.5	39	1 12 0	
Grootvlei-Leeufontein.....	Heidelberg.....	22.3	45	1 17 8	
Leslie-Brakspruit.....	Heidelberg.....	19.0	45	1 14 2	
Leslie-Grootpan.....	Heidelberg.....	17.8	35	1 10 0	
Leslie-Kwaggalaagte.....	Heidelberg.....	14.3	32	1 4 10	
Leslie-Straatfontein.....	Heidelberg.....	17.4	30	1 7 7	

Appendix X (continued).

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	Contract Price per School Day, plus 50 Per Cent Allowance.		
				£ s. d.		
Vischkuil-Het Blok.....	Heidelberg.....	16.1	29	2	12	6
Volkskool-A. G. Visser-Malanskraal.....	Heidelberg.....	17.9	45 and 26 (A. G. Visser)	1	13	0
Volkskool-Goedgedacht.....	Heidelberg.....	21.4	50	1	18	3
Volkskool-Groentfontein.....	Heidelberg.....	15.4	51	1	10	9
Volkskool-Skiffontein.....	Heidelberg.....	17.3	50	1	13	0
Volkskool-Steynskraal.....	Heidelberg.....	18.2	56	1	16	0
Hartebeestfontein-Brakpan.....	Klerksdorp.....	18.3	52	1	14	6
Hartebeestfontein-Lapfontein.....	Klerksdorp.....	14.1	20	1	2	6
Hartebeestfontein-Reetfontein.....	Klerksdorp.....	11.4	27	1	1	2
Hartebeestfontein-Rietfontein.....	Klerksdorp.....	16.9	24	1	4	9
Hartebeestfontein-Wildebeestlaagte.....	Klerksdorp.....	17.2	38	1	9	0
Kaiferskraal No. 2-Goedvoortzicht.....	Klerksdorp.....	7.4	23	0	17	3
Kaiferskraal-Lapfontein.....	Klerksdorp.....	14.8	23	1	3	3
Klerksdorp-Bonnieburn.....	Klerksdorp.....	15.5	35	1	7	0
Klerksdorp-Goedgevonden.....	Klerksdorp.....	18.2	36	1	10	0
Klerksdorp-Matensvlei.....	Klerksdorp.....	18.9	50	1	15	9
Klerksdorp-Rietfontein.....	Klerksdorp.....	17.3	45	1	11	10
Klerksdorp-Western Reefs.....	Klerksdorp.....	8.1	82	1	6	4
Klerksdorp-Western Reefs (Additional).....	Klerksdorp.....	8.1	20	0	18	0
Klerksdorp-Wildebeestpan.....	Klerksdorp.....	20.0	45	1	15	4
Orkney-Nooitgedacht.....	Klerksdorp.....	4.1	68	0	17	8
Orkney-Orkney.....	Klerksdorp.....	9.2	45	1	2	6
President-Doornfontein.....	Klerksdorp.....	15.9	62	1	14	0
President-Kaiferskraal.....	Klerksdorp.....	8.4	34	0	19	4
President-Orkney.....	Klerksdorp.....	7.4	54	1	0	9
Rhenosterspruit-Doornplaat.....	Klerksdorp.....	15.5	29	1	4	6
Rhenosterspruit-Syferfontein.....	Klerksdorp.....	17.1	30	1	7	7
Rhenosterspruit-Zendelingsfontein.....	Klerksdorp.....	18.9	29	2	10	3
Rodepoort-Witrandsfontein.....	Klerksdorp.....	19.0	16 and 31	1	9	5
Schoonspruit-Nooitgedacht.....	Klerksdorp.....	15.5	25	1	4	6
Schoonspruit-Nooitgedacht.....	Klerksdorp.....	13.0	31	1	3	11
Schoonspruit-Sierkstruom-Oos.....	Klerksdorp.....	14.9	56	1	12	0
Unieskool-Elandslaagte.....	Klerksdorp.....	12.7	60	1	14	0
Bakerville-Wonderfontein.....	Lichtenburg.....	15.9	21	1	1	9
Besjesvlei-Makoespan.....	Lichtenburg.....	12.9	21	1	1	9
Besjesvlei-Schoongesicht.....	Lichtenburg.....	16.5	27	1	5	4
Besjesvlei-Vlakplaa.....	Lichtenburg.....	19.7	35	1	12	0
Besjesvlei-Wesselsfont.....	Lichtenburg.....	14.0	26	1	3	8
Boschpoort-Nooitverwacht.....	Lichtenburg.....	13	20	1	1	9
Boschpoort-Palmfontein.....	Lichtenburg.....	13.5	34	1	3	11
Burgersdorp-Doornhoek.....	Lichtenburg.....	12.4	31	1	3	0
Burgersdorp-Rhenosterdoorns.....	Lichtenburg.....	19.0	46	1	14	2

Appendix X (continued).

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	Contract Price per School Day, plus 30 Per Cent Allowance.
Burgersdorp-Turflaagte.....	Lichtenburg.....	18.3	24 plus 30	£ s. d. 21 13 4
Coligny-Bultfontein.....	Lichtenburg.....	15.9	25	Salary per month, plus £156 per year, cost of living allowance.
Coligny-Cyferfontein.....	Lichtenburg.....	20.0	42	1 5 4
Coligny-Kaalkraal.....	Lichtenburg.....	20.4	43	1 13 8
Coligny-Kaiferspan.....	Lichtenburg.....	7.0	27	1 10 0
Coligny-Knapfontein.....	Lichtenburg.....	9.4	35	1 1 0
Coligny-Slypsteen.....	Lichtenburg.....	8.9	22	1 12 0
Coligny-Wildfontein.....	Lichtenburg.....	18.5	45	1 13 0
De Hoop-Narotsi.....	Lichtenburg.....	12.4	36	1 4 0
Doornbult-Viakpan.....	Lichtenburg.....	16.9	35	1 9 0
Gerdau-Doornbult.....	Lichtenburg.....	12.6	28	1 2 10
Gerdau-Geluk.....	Lichtenburg.....	16.5	40	1 9 4
Geysdorp-Mahemsvlakte-Kalkpan.....	Lichtenburg.....	15.7	25	1 5 4
Kaiferskraal-Boskop.....	Lichtenburg.....	18.4	46	1 13 0
Kaiferskraal-Gruispan.....	Lichtenburg.....	13.4	25	1 2 10
Kaiferskraal-Vaalbank.....	Lichtenburg.....	13.0	19	1 0 8
Lichtenburg-Burgersdorp-Kaalfontein.....	Lichtenburg.....	18.5	20	1 13 8
Lichtenburg-Dudfield.....	Lichtenburg.....	14.5	20	1 2 6
Lichtenburg-Kalkspruit.....	Lichtenburg.....	18.0	40	1 11 6
Lichtenburg-Witklip.....	Lichtenburg.....	19.0	50	1 15 9
Nooitgedacht-Kleinzooutpan.....	Lichtenburg.....	13.4	34	1 3 11
Nooitgedacht-Klippan.....	Lichtenburg.....	19.2	41	1 12 7
Ottosdal-Douwsrust.....	Lichtenburg.....	15.1	21	2 5 0
Ottosdal-Gunsteling.....	Lichtenburg.....	14.1	31	1 4 10
Ottosdal-Kareekuil.....	Lichtenburg.....	13.4	21	1 6 1
Ottosdal-Rhenosterput.....	Lichtenburg.....	11.9	28	1 19 2
Ottosdal-Rietfontein.....	Lichtenburg.....	15.6	43	1 9 4
Ottosdal-Rietkuil.....	Lichtenburg.....	14.8	50	1 10 9
Ottosdal-Spruitplaas.....	Lichtenburg.....	16.4	33	1 6 8
Rooigrond-Lareystryd.....	Lichtenburg.....	11.9	31	1 3 0
Rooigrond-Verlies.....	Lichtenburg.....	13.4	40	1 6 1
Samshof School Farm-Leeukuil.....	Lichtenburg.....	11.5	33	1 2 1
Uitschot-Vermaas.....	Lichtenburg.....	5.7	25	0 17 0
Viakpan-Duikerfontein.....	Lichtenburg.....	21.0	35	1 13 0
Viakpan-Geverspan.....	Lichtenburg.....	13.1	30	2 6 0
Viakpan-Zwartland.....	Lichtenburg.....	17.5	30	1 7 7
Welgevonden-Goevoortzicht.....	Lichtenburg.....	16.2	51	1 12 0
Welgevonden-Rooipan.....	Lichtenburg.....	11.4	27	1 1 2
Welgevonden-Sterkfontein.....	Lichtenburg.....	13.7	36	1 6 0
Zoetmelksvallei-Hibemia.....	Lichtenburg.....	19.4	46	1 14 2
Zoetmelksvallei-Makoelspan.....	Lichtenburg.....	15.4	29	1 1 4

Appendix X (continued).

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	Contract Price per School Day, plus 50 Per Cent Allowance.
Zoutmelksvallei-Omkyk.....	Lichtenburg.....	14.9	34	£ s. d. 1 4 6
Belfast-Geluk.....	Lichtenburg.....	17.0	54	1 13 3
Belfast-Suikerboskop.....	Lichtenburg.....	18.9	28	1 7 10
Belfast-Vlakplaas.....	Lichtenburg.....	18.5	38	1 10 0
Belfast-Volstruispoort.....	Lichtenburg.....	17.0	31	1 7 7
Boschfontein-Kaiferskraal.....	Lichtenburg.....	10.45	27	1 0 4
Boschfontein-Oshoek.....	Lichtenburg.....	14.2	21	2 5 0
De Grootboom-Waterval.....	Lichtenburg.....	13.3	40	1 6 1
Dullstroom-Middelput.....	Lichtenburg.....	14.1	20	1 2 6
Dullstroom-Windhoek.....	Lichtenburg.....	12.0	27	1 2 0
Kliprivier-Draaikraal.....	Lichtenburg.....	14.2	30	1 4 10
Krugerpost-Klipfontein.....	Lichtenburg.....	10.0	30	1 1 2 2
Leeuwallei-Grootboekmyn.....	Lichtenburg.....	16.6	28	1 6 2
Lichtenburg-Boshoek.....	Lichtenburg.....	16.4	40	1 9 4
Lichtenburg-Rietfontein.....	Lichtenburg.....	14.0	56	1 10 8
Machadodorp-Uitkomst.....	Lichtenburg.....	18.4	35	1 10 0
Ohrigstad-Honingskrans.....	Lichtenburg.....	17.0	56	1 14 8
Ohrigstad-Lekkerhoek-Grootboom.....	Lichtenburg.....	11.3	23	1 0 3
Ohrigstad-Nootgedacht.....	Lichtenburg.....	10.4	42	1 2 10
Ohrigstad-Doornhoek.....	Lichtenburg.....	13.0	17	1 0 8
Rusplaats-Doornhoek.....	Marico.....	11.0	30	1 2 1
Buurmansdrift-Klipplaat.....	Marico.....	20.5	34 plus 19	1 10 4
Doornpoort-Klipbankfontein.....	Marico.....	14.9 (2 trips)	37 plus 10	1 7 0
Groot Marico-Goedelegen.....	Marico.....	12.0	50	1 7 0
Groot Marico-Kleinfontein.....	Marico.....	11.4	45	1 4 10
Groot Marico-Roodekrans.....	Marico.....	14.7	52	1 10 9
Groot Marico-Wonderfontein.....	Marico.....	8.5	30	0 19 4
Hollfontein-Rietfontein-Lemoenplaas.....	Marico.....	19.3	36	1 11 0
Jagersfontein-Makalegaleskraal.....	Marico.....	17.9	32	1 8 6
Jagersfontein-Vangatbult.....	Marico.....	18.0	27	1 7 0
Klein Marico-Kaiferskraal.....	Marico.....	7.0	41	0 19 7
Klein Marico-Witrand.....	Marico.....	8.5	23	1 17 6
Lindleypoort-Middelin.....	Marico.....	18.9	34	1 9 5
Lindleypoort-Olievenkloof.....	Marico.....	15.0	25	1 4 6
Lindleypoort-Schoongezicht.....	Marico.....	8.0	20 plus 8 (2 trips)	0 18 0
Ottoshoop-Kareebosch.....	Marico.....	16.2	20	1 4 0
Schuinsdrift-Kareepoortfontein.....	Marico.....	16.0	56	1 13 4
Schuinsdrift-Pagaskraal.....	Marico.....	13.7	50	1 9 6
Schuinsdrift-Samenkomst.....	Marico.....	18.3	50	1 14 6
Vaalkop-Waterkloof (mule wagon).....	Marico.....	5.0	17	0 12 6
Zeerust-Bufferhoek.....	Marico.....	17.2	76	2 0 4

No allowance (Tender).

No allowance (Tender).

No allowance, mule
wagon).

Appendix X (continued).

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	Contract Price per School Day, plus 50 Per Cent Allowance.
Zerust-Honingkrans.....	Marico.....	16-0	52 plus 10	£ s. d. 1 12 0
Zerust-Linokana.....	Marico.....	20-0	51	1 17 0
Zerust-Lucerne.....	Marico.....	16-3 (2 trips)	50 plus 9 (with 2nd trip)	1 12 0
Zerust-Uitvlucht.....	Marico.....	14-0	33	1 4 10
Zwartugens-Diepkloof.....	Marico.....	13-9	52	1 9 6
Zwartugens-Doornkorn.....	Marico.....	15-8	70	1 16 8
Zwartugens-Nenzamheid.....	Marico.....	18-9	35	1 11 0
Zwartugens-Nooigedacht.....	Marico.....	14-0	52	1 9 6
Zwartugens-Rietvallei.....	Marico.....	18-2 (2 trips)	52	14 6
Zwartugens-WagenboomsKop.....	Marico.....	13-4	35	1 5 0
Arnot-Hamellfontein.....	Middelburg.....	19-7	25	1 8 8
Balmoral-Roodepoort.....	Middelburg.....	19-7	32	1 10 4
Balmoral-Wilgerivier.....	Middelburg.....	16-5	37	1 8 0
Boesmanskrans-KleinKoppies.....	Middelburg.....	14-5	30	1 4 10
Boesmanskrans-Speekfontein.....	Middelburg.....	11-5	46	1 4 10
Boesmanskrans-Van Dyksdrift.....	Middelburg.....	16-1	39	1 8 0
Bloedrivier-Rookkraal.....	Middelburg.....	15-5 (2 trips)	46 plus 13 (2 trips)	1 9 6
Bloedrivier-Welverdiend.....	Middelburg.....	11-9	40	1 5 0
Clewer-Groenfontein.....	Middelburg.....	15-0	35	1 7 0
Driefontein-Leeuwfontein.....	Middelburg.....	6-8	52	1 0 9
Elandslaagte-Kliprivier.....	Middelburg.....	13-0	32	1 3 11
Elandslaagte-Welverdiend.....	Middelburg.....	14-6	42	1 8 3
Groblersdal-Bloempoori.....	Middelburg.....	17-0	38	1 9 0
Groblersdal-Dreim.....	Middelburg.....	14-6	52	1 10 9
Groblersdal-Gruisbank.....	Middelburg.....	23-2	56	2 2 8
Groblersdal-Kalkfontein.....	Middelburg.....	20-2	45	1 15 4
Groblersdal-Ramshoorn.....	Middelburg.....	18-4	50 plus 13 (2 trips)	1 14 6
Groblersdal-Uitspanning.....	Middelburg.....	12-5 (1st trip) 8-4 (2nd trip)	47 plus 56	2 0 0
Groblersdal-Vaalfontein.....	Middelburg.....	16-1	55	1 13 4
Groblersdal-Welgevonden.....	Middelburg.....	11-7 (1st trip) 10-8 (2nd trip)	55 plus 56	2 1 4
Groblersdal-Welverdiend.....	Middelburg.....	5-15 (1st trip) 8-6 (2nd trip)	76 and 45	1 15 4
Groblersdal-Wolwekraal.....	Middelburg.....	13-9 (2 trips) 20-75	35 plus 52	1 9 6
Hendrina-Darressallaam.....	Middelburg.....	16-3	47	1 16 6
Hendrina-Woestlaam.....	Middelburg.....	17-0	48	1 9 4
Kendal-Klipfontein.....	Middelburg.....	15-0	48	1 11 10
Kendal-Vlakvarkfontein.....	Middelburg.....	15-6	52	1 10 9
Lagersdrift-Modderspruit.....	Middelburg.....	8-3	44	1 9 4
			52	1 2 0

Appendix X (continued).

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	Contract Price per School Day, plus 50 Per Cent Allowance.
Lagersdrift-Steelpoort.....	Middelburg.....	6·2	47	£ s. d. 0 19 0
Lagersdrift-Welgevoenden.....	Middelburg.....	13·9	56	1 10 8
Lagersdrift-Wipvoort.....	Middelburg.....	8·0	33	0 19 4
Marble Hall-Gruisbank-Wes.....	Middelburg.....	14·5	38	1 16 0
Marble Hall-Kamp F.....	Middelburg.....	14·2	55	1 10 8
Marble Hall-Kleinkippuit.....	Middelburg.....	16·0	70	1 16 8
Marble Hall-Otensville.....	Middelburg.....	24·0	50	2 2 0
Marble Hall-Wolwekraal-Wes.....	Middelburg.....	14·3	60	1 11 3
Middelburg-Bankfontein.....	Middelburg.....	14·35	36	1 6 0
Middelburg-Biesbokvlakte.....	Middelburg.....	20·0	26	1 6 0
Naanuport-Wolwekrans.....	Middelburg.....	14·0	35	1 8 8
Oogies-Biesbokfontein.....	Middelburg.....	17·2	46	1 11 10
Oogies-Frisgewaagd.....	Middelburg.....	12·0	46	1 6 0
Oogies-Hartbestlaagte.....	Middelburg.....	15·0	35	1 7 0
Oogies-Leeuwfontein.....	Middelburg.....	17·0	40	1 10 5
Oogies-Minnaar.....	Middelburg.....	9·95	60	1 5 9
Oogies-Onverwacht.....	Middelburg.....	16·5	25	0 1 3
Poggenakal-Doringkraal.....	Middelburg.....	8·7	35	0 1 0
Stekelkop No. 154-Uijvlucht.....	Middelburg.....	10·8	20	1 0 3
Sukerboskop-Zaahoek.....	Middelburg.....	14·25	23	21 13 4
per mile (Tender).				
per month, plus £156				
per year, cost of living				
allowance.				
Totiskraal-Vlakaagte.....	Middelburg.....	10·1 (1st trip) 15·7 (2nd trip)	24 (1st trip) 46 (2nd trip)	2 6 8 2 11 10½
Tweefontein-Welstand.....	Middelburg.....	28·9	60 plus 32	1 8 6
Uitkyk-Klipspruit.....	Middelburg.....	17·6	30	1 8 0
Uitkyk-Olifsplaagte.....	Middelburg.....	15·7	38	1 5 9
Wagendrift-Diepkloof.....	Middelburg.....	15·5	32	1 10 0
Wagendrift-Klipnek.....	Middelburg.....	17·9	39	1 1 2
Wagendrift-Rietveld.....	Middelburg.....	10·05	30	1 0 3
Wagendrift-Rienosterkop.....	Middelburg.....	10·9	24	1 13 4
Witbank-Biesboklaagte.....	Middelburg.....	16·0 (2 trips)	56 plus 46	1 5 9
Witbank-Clower.....	Middelburg.....	11·4	53	1 5 9
Witbank-Douglas.....	Middelburg.....	8·0	43	1 0 8
Witbank-Klipplaat.....	Middelburg.....	17·9	43	1 11 6
Witbank-Kromdraai.....	Middelburg.....	13·9	53	1 9 6
Witbank-Staatsdorp-Landau.....	Middelburg.....	14·4 (2 trips)	26 plus 53	1 9 6
Witbank-Zeehoewer.....	Middelburg.....	15·6 (3 trips)	57 plus 62 plus 51	1 14 0
Wonderfontein-Geluk.....	Middelburg.....	16·6	36	1 9 0
Wonderfontein-Nooitgedacht.....	Middelburg.....	16·0	23	1 4 0
Wonderfontein-Uitvlucht.....	Middelburg.....	17·2	21	1 4 9
Duivelskloof-Klipdrift.....	Pietersburg.....	20·15	30	1 10 4
Duivelskloof-Morgenzon.....	Pietersburg.....	19·0	39	1 11 0

Appendix X (continued).

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	Contract Price per School Day, plus 50 Per Cent Allowance.
Levubu-Levebu Settlement.....	Pietersburg.....	10.6	35	f. s. d. 1 3 0
Levubu-Lisbon.....	Pietersburg.....	12.4	35	1 4 0
Louis Trichardt-Goedehoop.....	Pietersburg.....	18.4	34	1 8 6
Louis Trichardt-Welgevonden.....	Pietersburg.....	16.8	50	1 13 3
Messina-Campbell.....	Pietersburg.....	5.6	39	0 18 0
Pietersburg-Doreen.....	Pietersburg.....	10.0	46	1 3 8
Poigetersrust-Helderfontein.....	Pietersburg.....	15.7	34	1 7 7
Toul-Strassburg.....	Pietersburg.....	15.3	24	1 3 3
Zebediela-Zebediela Estates.....	Pietersburg.....	8.8	48	1 2 6
Blesbokfontein-Kaalfontein.....	Potchefstroom.....	7.2	35	0 19 0
Blesbokfontein-Thysendooms.....	Potchefstroom.....	11.4	7	0 19 4
Bronkhorstfontein-Eigenaarsfontein.....	Potchefstroom.....	12.8	30	2 9 1
Elandsfontein-Japiesrust.....	Potchefstroom.....	13.4	51	1 15 4
Elandsfontein-Kaaplaas.....	Potchefstroom.....	17.2	60	3 5 0
Fochville-Doornfontein.....	Potchefstroom.....	20.2	39	3 15 0
Fochville-Losberg.....	Potchefstroom.....	18.4	58	1 11 6
Generaal Pienaar School Farm-Klipdrift-Noord.....	Potchefstroom.....	9.5	35	1 1 2
Generaal Pienaar School Farm-Vlakfontein.....	Potchefstroom.....	9.85	33	1 1 2
Jan van Vuuren-Koppieskraal.....	Potchefstroom.....	14.1	46	1 8 4
Jan van Vuuren-Rietfontein.....	Potchefstroom.....	13.4	29	2 10 0
Jan van Vuuren-Venterskroon.....	Potchefstroom.....	19.75	43	2 5 7
Klipplaatsdrift-Tweelingsfontein.....	Potchefstroom.....	14.0	45	1 8 4
Mooibank-Rissik.....	Potchefstroom.....	18.9	41	1 12 7
Muiskraal No. 28-Muiskraal No. 41.....	Potchefstroom.....	7.0	25	1 15 0
Rodekop-Leufontein.....	Potchefstroom.....	16.8	20	1 4 9
Rooipoot No. 50-Bank-Carleton-Wonderfontein.....	Potchefstroom.....	17.6	68 (Rooipoot) 59 (Carletonville)	5 0 0
Rooipoot-Cyferfontein.....	Potchefstroom.....	15.8	38	2 10 0
Rooipoot-Tierfontein.....	Potchefstroom.....	15.1	37	2 6 9
Samenkomst-Bovenste Oog.....	Potchefstroom.....	15.1	27	1 6 1
Samenkomst-Rysmierbult.....	Potchefstroom.....	17.05	42	1 18 11
Suidskool-Machavie.....	Potchefstroom.....	19.0	25	1 12 7
Suidskool (Potchefstroom)-Prinsloorust.....	Potchefstroom.....	18.0	40	1 5 6
Suidskool-Wilgeboom.....	Potchefstroom.....	18.0	32	1 8 0
Ventersdorp-Bruidegomskool.....	Potchefstroom.....	12.9	39	1 5 0
Ventersdorp-Ratzeagai.....	Potchefstroom.....	20.5	40	1 13 8
Ventersdorp-Swartplaas.....	Potchefstroom.....	17.9	70	1 19 9
Witkop-Wonderboom-Brakfontein.....	Potchefstroom.....	16.7	48	1 11 10
		6.3 (1st trip) 8.6 (2nd trip)	27 plus 11	2 10 9
Witpoort-Kromdraai.....	Potchefstroom.....	11.2	35	1 3 0
Witpoort-Welgedung.....	Potchefstroom.....	12.8	25	1 2 10
Beestekraal-Tweerivier.....	Pretoria District.....	19.0	58	1 17 4
Bokfontein-Uitvalgrond.....	Pretoria District.....	9.1	38	1 1 0

Appendix X (continued).

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	Contract Price per School Day, plus 50 Per Cent Allowance.
Brits-Brits-Wes-Elandsfontein.....	Pretoria District.....	8-6	55 and 36	£ s. d. 2 15 0 No allowance (Tender).
Brits-Elandsfontein (Secondary Pupils).....	Pretoria District.....	8-9		
Brits-Jacksonstun.....	Pretoria District.....	14-3 (1st trip) 7-6 (2nd trip)	43 (1st trip) 30 (2nd trip)	1 19 6
Brits-Mamagaleskraal.....	Pretoria District.....	17-1	65	1 16 1
Brits-Rashoop.....	Pretoria District.....	11-5 (1st trip) 9-9 (2nd trip)	31 plus 63	21 13 4 Salary per month, plus £156 per year, cost of living allowance.
Brits-Sonop-Wolhuterskop.....	Pretoria District.....	17-8 (2 trips)	56 plus 38	1 16 0
Brits-Wolwekraal-Geluk.....	Pretoria District.....	14-5	66	3 15 6
Broedersroom-Elandsfontein.....	Pretoria District.....	17-4	52	3 15 0
Bultfontein-Gensbokspruit.....	Pretoria District.....	8-6	27	0 19 6
Bultfontein-Leeuwfontein.....	Pretoria District.....	14-1	56	1 10 8
Bultfontein-Rietfontein.....	Pretoria District.....	18-2	47	1 13 0
Bultfontein-Rietfontein.....	Pretoria District.....	17-4	29	1 6 2
Cullinan-Brandbach.....	Pretoria District.....	15-0	44	1 8 3
Cullinan-Onverwag.....	Pretoria District.....	9-0 plus 6-6 (2nd trip) (equal 15-6 miles)	42 plus 46	1 10 8
Cullinan-Tweedespruit.....	Pretoria District.....	15-7	44	
De Kroon-Krokodildrift-Oos.....	Pretoria District.....	9-25	29 plus 43 (2nd trip)	1 9 4
Delmas-Argent.....	Pretoria District.....	23-0	69	1 1 9
Delmas-Goedehoop.....	Pretoria District.....	16-9	30	2 4 7
Delmas-Hawerklop.....	Pretoria District.....	23-7	52	1 7 7
Delmas-Klipspruit.....	Pretoria District.....	16-4	43	2 2 0
Delmas-Rietfontein.....	Pretoria District.....	15-2	36	2 0 4
Delmas-Vangatfontein.....	Pretoria District.....	17-7	45	1 7 0
Die Poort-Zeekeog-Baviaanspoort.....	Pretoria District.....	12-7	16 plus 35	1 13 0
Erasmus-Boesmanskraal.....	Pretoria District.....	11-4	42	1 0 0
Erasmus-Kaalfontein.....	Pretoria District.....	18-4	52	2 10 0
Erasmus-Modderfontein.....	Pretoria District.....	14-7	35	3 10 0
Erasmus-Rooipoot.....	Pretoria District.....	14-1	38	2 10 0
Erasmus-Vlakfontein.....	Pretoria District.....	12-5	21	2 10 0
Erasmus-Wifontein.....	Pretoria District.....	15-6	39	1 1 0
Hartebeestpoort-Hartebeestfontein.....	Pretoria District.....	18-7	58 plus 10 (2nd trip)	1 8 0
Hartebeestpoort-Kameelpoort.....	Pretoria District.....	15-7	26	1 17 4
Hartebeestpoort-Nooitgedacht.....	Pretoria District.....	(Tues. Weds and Thursday) 26-8	43	1 5 4
Hartebeestpoort-Nooitgedacht.....	Pretoria District.....	(Mons and Fris.) 18-8	37	2 1 3
Hartebeestpoort-Nooitgedacht.....	Pretoria District.....	15-45	30	1 11 0
Hartebeestpoort-Nooitgedacht.....	Pretoria District.....			1 5 9

Appendix X (continued).

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	Contract Price per School Day, plus 50 Per Cent Allowance.
Hartebeestpruit-Tweedespruit.....	Pretoria District.....	11.7	30	£ s. d. 1 3 0
Hartebeestpruit-Tweefontein.....	Pretoria District.....	16.8	31	1 7 7
Hennopsrivier-Gerhardsville.....	Pretoria District.....	11.8 plus 5.4 (2 trips)	47 plus 11 (2nd trip)	1 11 10
Honingnestkrans-Bon Accord.....	Pretoria District.....	17.7 (2 trips)	53 plus 47	1 14 6
Honingnestkrans-Grootvlei.....	Pretoria District.....	8.1 plus 9.6	45	1 11 10
Irene-Swartkop.....	Pretoria District.....	17.0	53 plus 36	21 13 4
Kameeldrift-Rietfontein No. 280.....	Pretoria District.....	18.6 (afternoon)		Salary per month, plus allowance, now £156 per year.
Klipdrift-Groenfontein.....	Pretoria District.....	17.4	56 plus 17	3 5 0
Klipdrift-Schoongezicht.....	Pretoria District.....	19.2	45	1 14 2
Klipkop-Oos-Kleinfontein.....	Pretoria District.....	15.7	46	1 10 8
Rust-der-Winter-Bezuidehouthoukskraal.....	Pretoria District.....	6.0	53	21 13 4
Rust-der-Winter-Biesieskuil.....	Pretoria District.....	17.4		Salary per month, plus allowance, now £156 per year.
Rust-der-Winter-Buffelsdrift.....	Pretoria District.....	14.6	30	1 5 9
Rust-der-Winter-Kromdraai.....	Pretoria District.....	18.9	38	1 11 0
Sanddrif-Kameeldrift-Oos.....	Pretoria District.....	13.3	41	1 6 1
Sanddrif-Kameeldrift-Wes.....	Pretoria District.....	10.4	51	1 4 6
Skeerpoort-Hartebeesthoek.....	Pretoria District.....	10.6 (1st trip) 4.4 (2nd trip)	55 (1st trip) 13 (2nd trip)	1 12 0
Sonop-Uitvalgrond.....	Pretoria District.....	12.5	53	1 7 0
Trichardspoor-Elandsfontein.....	Pretoria District.....	10.7 (1st trip) 10.4 (2nd trip)	55 (1st trip) 21 (2nd trip)	2 0 0
Trichardspoor-Waterval.....	Pretoria District.....	13.0	48	1 7 2
Trichardspoor-Welverdend.....	Pretoria District.....	14.0	37	1 6 0
Tygerpoort-Mooiplaas.....	Pretoria District.....	21.1	39	1 13 0
Viessershoek-De Wildt.....	Pretoria District.....	14.2	32	1 4 10
Voorwaarts-Elba.....	Pretoria District.....	14.6	48	1 9 6
Voorwaarts-Rashoop.....	Pretoria District.....	8.9	37	1 1 0
Witpoort-Kleinsonderhout.....	Pretoria District.....	10.6	37	1 3 0
Witpoort-Tweefontein No. 303.....	Pretoria District.....	18.0	56	21 13 4
Witpoort-Yzervarkfontein.....	Pretoria District.....	6.6	55	1 1 4
Zoutpansdrif-Klipkop.....	Pretoria District.....	17.4	36	1 16 0
Generaal Brink-Knoppiesslaagte.....	Pretoria District.....	18.5	46	1 13 0
Generaal Brink-Mona Wone.....	Pretoria District.....	16.4	26	1 5 4
Generaal Nicolaas Smit-Boekenhoutkloof.....	Pretoria District.....	7.0	48	2 10 0
	Pretoria City.....	11.7	46	1 6 0
	Pretoria City.....	13.4	43	1 6 1
	Pretoria City.....	9.2	29	No allowance (Tender).
				Salary per month, plus £156 per year, cost of living allowance.
				and 50 per cent. Tender.

Appendix X (continued).

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	Contract Price per School Day, plus 50 Per Cent Allowance.
Michael Brink-Denneboom.....	Pretoria City.....	9.8	62	£ s. d. 3 2 6
Michael Brink-East Lynne.....	Pretoria City.....	5.2 plus	52 plus	1 8 3
Nu Muckleneuk-Waterkloof.....	Pretoria City.....	17.2	75	4 10 11
Pretoriase Afrikaans Seuns Hoër-Baviaanspoort.....	Pretoria City.....	17.8	64	1 16 9
Pretoria-Garsfontein.....	Pretoria City.....	10.9	58	3 5 0
Pretoria-Noord-Rosslyn.....	Pretoria City.....	10.4	35	1 1 0
Pretoria-Noord-Strydfontein.....	Pretoria City.....	10.0	50	1 4 6
Pretoria-Noord-J. H. Wolmer-Witfontein (Tender)	Pretoria City.....	7.1	231	0 0 7
Pretoria-Wes Hoër-Rietfontein.....	Pretoria City.....	20.7	41	3 19 0
Boons-Basfontein.....	Rustenburg.....	0.5	47	1 2 6
Boons-Commissiedrift.....	Rustenburg.....	16.0	36	1 8 0
Boons-Elandsfontein.....	Rustenburg.....	18.0	48	1 9 6
Boons-Hartebeestfontein.....	Rustenburg.....	17.4	43	1 9 4
Boons-Rhenosterhoek.....	Rustenburg.....	17.0	35	0 19 0
Boons-Vlakfontein-Cyferfontein.....	Rustenburg.....	16.5	42	0 19 4
Brakkloof-Besterhoek.....	Rustenburg.....	13.0	71	1 5 0
Brakkloof-Hoëbome.....	Rustenburg.....	13.0	71	1 5 0
Brakkloof-Lemoenfontein.....	Rustenburg.....	10.7	23	1 1 9
Cumberland-Worcester.....	Rustenburg.....	10.5	71	1 2 10
Derby-Kwaggasfontein.....	Rustenburg.....	10.5	25	1 0 4
Derby-Roodewal.....	Rustenburg.....	14.7	33	1 3 0
Doornfontein-Grootkuil.....	Rustenburg.....	14.7	44	3 8 3
Doornfontein-Kroondraai.....	Rustenburg.....	14.9	51	3 14 0
Elandsdraai-Buifelsfontein.....	Rustenburg.....	15.3	38	1 12 0
Elandsdraai-Groenkloof.....	Rustenburg.....	15.0	30	1 3 0
Elandsdraai-Middelkraal.....	Rustenburg.....	12.7	30	1 8 3
Groenvlei-Haarlem-Oos.....	Rustenburg.....	10.6	44	0 16 7
Hartebeestfontein-Lelle-Avondson.....	Rustenburg.....	10.6	44	1 13 8
Kafferskraal-Witlip.....	Rustenburg.....	20.7	50	1 18 3
Koster-Enkeldebos.....	Rustenburg.....	21.3	32	1 11 3
Koster-Goedeheop.....	Rustenburg.....	12.8	32	1 8 3
Koster-Klippan.....	Rustenburg.....	12.3	53	1 9 6
Koster-Leliefontein.....	Rustenburg.....	18.7	43	1 14 2
Koster-Nauwpoort.....	Rustenburg.....	10.0	28	1 0 4
Koster-Vlaknek.....	Rustenburg.....	0.1	36	1 1 0
Marikana-Swartkoppies.....	Rustenburg.....	20.0	50	1 17 0
Nauwpoort-Buifelsfontein.....	Rustenburg.....	3.5	20	1 10 0
Nauwpoort-Nooitgedacht.....	Rustenburg.....	12.0	34 ^a	1 3 0
Nauwpoort-Wagenpadspruit.....	Rustenburg.....	17.9	37	0 19 0
Northam-Swartkop Chromium Mine.....	Rustenburg.....	17.0	42	1 10 5
Northam-Zwartklip.....	Rustenburg.....	15.0	45	1 9 6
Paul Kruger School Farm-Bulhoek.....	Rustenburg.....	11.5	47	1 4 10
		15.6	56	1 13 4

No allowance (Tender).

No allowance (Tender).

No allowance (Tender).

per pupil per day.

(Tender).

No allowance (Tender).

No allowance (Tender).

No allowance (Tender).

No allowance (Tender).

No allowance (Tender).

No allowance (Tender).

No allowance (Tender).

No allowance (Tender).

No allowance (Tender).

No allowance (Tender).

No allowance (Tender).

No allowance (Tender).

No allowance (Tender).

Appendix X (continued).

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	Contract Price per School Day, plus 50 Per Cent Allowance.
Paul Kruger School Farm-Wysfontein-Twee Rivier.	Rustenburg.	18-2 (2 trips)	31 plus 44	f. s. d. 1 11 6
Pilansberg-Frisgwaagd.	Rustenburg.	21-25 (2 trips)	34 plus 15	1 11 3
Rietfontein-Kromrivier.	Rustenburg.	6-1	32	2 0 0 No allowance (Tender).
Rustenburg-Boekenhoutfontein.	Rustenburg.	14-6	34	2 5 9
Rustenburg-Boschfontein.	Rustenburg.	22-8	54 plus 35	2 3 7½
Rustenburg-Klipfontein.	Rustenburg.	11-0	56	1 6 8
Rustenburg-Kroondal.	Rustenburg.	6-1 (1st trip) 8-2 (2nd trip)	49 (1st trip) 25 (2nd trip)	1 11 10
Rustenburg-Magatoeshoek.	Rustenburg.	19-0	35	1 17 4
Rustenburg-Paardekraal.	Rustenburg.	13-5 (2 trips)	66 plus 78	1 13 8
Rustenburg-Rietvel.	Rustenburg.	7-5	40	0 18 5
Rustenburg-Zuurplaat.	Rustenburg.	16-7	48	1 11 10
Steenbokfontein-Blokkloof.	Rustenburg.	18-0	30	0 19 4
Thabazimbi-Buttelshoek.	Rustenburg.	12-0	25	1 8 0
Thabazimbi-Haakdoordrift.	Rustenburg.	16-5	35	1 8 0
Thabazimbi-Tarentaalkraal.	Rustenburg.	19-6	32	1 10 4
Van Wykskraal-Nootgedacht.	Rustenburg.	15-5	56	1 17 4
Van Wykskraal-Pieterse.	Rustenburg.	15-9	26 (1st trip) 11 (2nd trip)	1 5 4
Waterval No. 596-Zephanyeskraal.	Rustenburg.	20-0	30	1 17 0
Zandrivierspoort-Frisgwaagd.	Rustenburg.	20-4 (2 trips)	31 plus 8	1 10 4
Zandrivierspoort-Vlakfontein.	Rustenburg.	19-4	34	1 9 5
Bethal-Eerste Geluk.	Standerton.	7-1 plus 5-2	46 plus 40	1 0 2
Bethal-Grootvlei.	Standerton.	17-3 plus 4-9	36 plus 50	1 9 0
Bethal-Palmietfontein.	Standerton.	14-2 plus 4-6	29 plus 48	1 3 8
Hendrikspan-Klipfontein.	Standerton.	21-2	48	1 16 6
Holmdene-Vlakfontein.	Standerton.	15-3	29	1 4 6
Paardekop-Goedverwacht.	Standerton.	19-2	17	1 4 8
Platrand-Groenvlei.	Standerton.	16-0	35	1 8 0
Platrand-Leeufontein.	Standerton.	20-0	26	1 15 4
Standerton-Beginsel.	Standerton.	11-8	26	1 12 0
Standerton-Jonkersdam.	Standerton.	9-6	23	2 0 0
Standerton-Mooimeisfontein.	Standerton.	18-7	56	1 17 4
Standerton-Rietfontein.	Standerton.	16-8	53	1 13 3
Standerton-Sterkspruit.	Standerton.	17-4	74	1 18 2½
Standerton-Sterkfontein.	Standerton.	17-0	34 plus 21	1 7 7
Uitval-Klippoort.	Standerton.	(1st trip, 11 miles) (2nd trip, 6 miles)		
Val-Hartebeestdraal.	Standerton.	17-9	39	1 10 0
Val-Winek-Roodebank.	Standerton.	20-4	54	1 17 0
Daleside-Nootgedacht.	Vereeniging.	25-3	22 plus 40 (2 trips)	1 19 1
Daleside-Schoongezicht.	Vereeniging.	17-3	56	1 14 8

Appendix X (continued).

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	Contract Price per School Day, plus 50 Per Cent Allowance. £ s. d.
Benoni-Vlakfontein.....	Witwatersrand East.....	27.3 (2 trips)	80 60 (1st trip) 51 (2nd trip)	3 0 4½
Boksburg-Kempton Park.....	Witwatersrand East.....	12.0	58	1 6 0
Brentwood Park-Pomona.....	Witwatersrand East.....	4.3	58	0 17 4
Dunnottar-Sonnestraal.....	Witwatersrand East.....	17.0 (2 trips)	35 plus 33	1 9 0
Geduldmy-Hoffontein.....	Witwatersrand East.....	15.6	53	1 12 0
Kate Hamel-Glenroy.....	Witwatersrand East.....	14.4	51	1 9 6
Kate Hamel-Glenroy.....	Witwatersrand East.....	19.2	34	1 9 5
Kempton Park-Birchleigh.....	Witwatersrand East.....	6.6	43	0 19 7
Kempton Park-Pomona Estates.....	Witwatersrand East.....	9.9 (2 trips)	50 plus 50	1 4 6
Kempton Park-Rietfontein No. 18.....	Witwatersrand East.....	6.0 (1st trip) 7.2 (2nd trip)	80 and 74	1 15 3½
Nigel-Frisgwaagd.....	Witwatersrand East.....	13.2	50	1 8 3
Nigel-Leeufontein.....	Witwatersrand East.....	14.8	47	1 9 6
Nigel-Uitkyk.....	Witwatersrand East.....	10.1	46	1 3 8
Nigel-Witkop.....	Witwatersrand East.....	15.0	50	1 10 9
Roodekop-Natalspruit Station.....	Witwatersrand East.....	10.6	38	1 3 0
Springs-Drogefontein.....	Witwatersrand East.....	15.7	56 (64, 2 schools)	1 13 4
Springs-Eloff.....	Witwatersrand East.....	16.6	50 (62, 2 schools)	1 13 3
Springs-Klipfontein.....	Witwatersrand East.....	13.0	50	1 8 3
Springs-Olifantsfontein.....	Witwatersrand East.....	11.4	50	1 5 9
Springs-Snydpan.....	Witwatersrand East.....	17.0	53 (95, 2 schools)	1 13 3
Springs-Vischkul.....	Witwatersrand East.....	18.3	53 (58, 2 schools)	1 14 6
Danie Theron-Alwynspoort.....	Witwatersrand East.....	16.7	45	1 11 10
Ferdale-Olievenhoutpoort.....	Witwatersrand Central.....	14.0	44	3 3 0
Linden-Graighall A.....	Witwatersrand Central.....	9.4	17	2 12 0
Linden-Graighall B.....	Witwatersrand Central.....	8.0	40	0 17 4
Linden-Ferdale A.....	Witwatersrand Central.....	6.5	52	0 19 6
Linden-Ferdale B.....	Witwatersrand Central.....	4.5	43	0 16 4
Linden-Ferdale B.....	Witwatersrand Central.....	5.0	58	0 18 8
Linden-Fontainebleau A.....	Witwatersrand Central.....	3.9	81	0 19 2
Linden-Fontainebleau B.....	Witwatersrand Central.....	4.7	44	0 16 4
Modderfontein-Dynamite Factory-Klipfontein.....	Witwatersrand Central.....	3.9	39	0 17 0
Modderfontein-Klipfontein (Additional).	Witwatersrand Central.....	6.0	52	0 19 6
Rosebank-Rivonia.....	Witwatersrand Central.....	5.0	36	0 17 0
Bekker School Farm-Bultfontein.....	Witwatersrand West.....	8.7	70	1 5 10½
Bekker School Farm-Hartebeesfontein.....	Witwatersrand West.....	18.5	46	1 13 0
Bekker School Farm-Magalesburg-Koesterfontein.....	Witwatersrand West.....	17.7	35	1 7 0
Boschfontein-Doornkloof-Doornhoek.....	Witwatersrand West.....	10.3	50	1 14 6
Boschkop-Wilgespruit.....	Witwatersrand West.....	4.2	43	1 2 10
			45	2 0 0
				No allowance (Tender).

Appendix X (continued).

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	£ s. d.	Contract Price per School Day, plus 50 Per Cent Allowance.
Elandsvlei-Eldorado.....	Witwatersrand West.....	16.7 (7 miles, 1st trip) (9.7 miles, 2nd trip)	60 plus 18 (2 trips)	1 15 4½	
Elandsfontein-Rietfontein.....	Witwatersrand West.....		48 plus 43 plus 29 (3 trips)	4 0 0	No allowance (Tender).
Elandsvlei-Vogelstruisfontein.....	Witwatersrand West.....	16.3 (2 trips)	52 plus 27 (1st trip)	1 12 0	No allowance (Tender).
Fairlands-Wilgespruit.....	Witwatersrand West.....	6.5 (1st trip) 7.6 (2nd trip)	41 plus 41	3 0 0	No allowance (Tender).
Grasmere-Rietfontein.....	Witwatersrand West.....	12.5	38	3 2 7	No allowance (Tender).
Hekpoort-Bultfontein.....	Witwatersrand West.....	10.8	49	1 4 10	
Hekpoort-Doornspuit.....	Witwatersrand West.....	7.0	41	0 19 7	
Hekpoort-Harebeestfontein.....	Witwatersrand West.....	14.3	41	1 7 2	
Hekpoort-Nooitgedacht.....	Witwatersrand West.....	8.5	32	1 18 0	No allowance (Tender).
Kockspoort-Rietfontein.....	Witwatersrand West.....	6.3	40	4 0 0	No allowance (Tender).
Kromdraai-Dwarsvlei.....	Witwatersrand West.....	14.3	48	1 8 4	No allowance (Tender).
Kromdraai-Hillingkop-Rietfontein.....	Witwatersrand West.....	13.0	50	2 10 0	No allowance (Tender).
Magaliesburg-Hillingkop.....	Witwatersrand West.....	11.0	33	1 2 1	
Magaliesburg-Koosfontein.....	Witwatersrand West.....	13.0	55	1 9 4	
Magaliesburg-Suikerboschfontein.....	Witwatersrand West.....	9.7	24	0 19 6	No allowance (Tender).
Muldersdrift-Rietvlei.....	Witwatersrand West.....	8.2	50	2 10 0	No allowance (Tender).
Muldersdrift-Swartkop.....	Witwatersrand West.....	14.7	41	3 10 0	No allowance (Tender).
Nancesfield-Midway Station-Lentz-Comptonville.....	Witwatersrand West.....	20.3	45	4 5 0	No allowance (Tender).
Nancesfield-Orlando-Nancefield, Van Wyksrust.....	Witwatersrand West.....	20.3	42	4 2 0	
Nooitgedacht-Bultfontein.....	Witwatersrand West.....	19.4 (2 trips)	1 17 4		
Nooitgedacht-Diensloot.....	Witwatersrand West.....	17.9	53	1 14 6	No allowance (Tender).
Randfontein-Lupaardsvlei.....	Witwatersrand West.....	8.0	51	2 15 0	No allowance (Tender).
Randgate-Groot Elandsvlei.....	Witwatersrand West.....	6.6	50	1 0 9	
Randgate-Klein Elandsvlei.....	Witwatersrand West.....	6.2 (2 trips)	48 plus 32	0 19 0	No allowance (Tender).
Rodora-Rikastus.....	Witwatersrand West.....	8.4	53	4 0 0	Salary per month, plus
Rodora-Wildfontein-Hooffontein.....	Witwatersrand West.....	19.9	54	21 13 4	£156 per year cost of living allowance.
Roodepoort-Doornkop.....	Witwatersrand West.....	12.8	50	1 8 3	
Roodepoort-Princess.....	Witwatersrand West.....	4.1 (1st trip) 7.8 (2nd trip)	52 (1st trip) 52 (2nd trip)	3 10 0	No allowance.
Roodepoort Town-Princess.....	Witwatersrand West.....	3.6 (1st trip) 4.8 (2nd trip)	41 (1st trip) 30 (2nd trip)	3 0 0	No allowance (Tender).
Roodepoort-Wes Afrikaans Medium-South Roodepoort Mine.....	Witwatersrand West.....	9.2	47	1 2 6	

Appendix X (continued).

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	Contract Price per School Day, plus 50 Per Cent Allowance.
				£ s. d.
Venterspost-Bloubank.....	Witwatersrand West.....	13.3 (1st trip) 10.2 (2nd trip)	51 plus 40	2 0 9
Westonaria-Libanon Married Quarters.....	Witwatersrand West.....	42 (1st trip) 6 (2nd trip)	61 (1st trip) 56 (2nd trip)	1 5 9
Westonaria-Zuurbekom.....	Witwatersrand West.....	10.7 (1st trip) 5.8 (2nd trip)	39 (1st trip) 24 (2nd trip)	1 7 0 1 8 0
Westonaria-Zuurbekom-Garden Estates.....	Witwatersrand West.....	10.7 (1st trip) 5.8 (2nd trip)	39 (1st trip) 24 (2nd trip)	1 7 0 1 8 0
Amalia-Doornbult.....	Wolmaransstad.....	19.5	31	1 7 7
Amalia-Klipkuil.....	Wolmaransstad.....	19.5	40	1 12 7
Avondser-Kuilfontein.....	Wolmaransstad.....	16.0	33	1 6 8
Baviaanskrans-Klipplaatsdrift.....	Wolmaransstad.....	9.15	17	0 18 0
Baviaanskrans-Modderkraal.....	Wolmaransstad.....	12.0	32	1 3 0
Bloemhof-Palmietfontein.....	Wolmaransstad.....	15.0	37	1 7 0
Bloemhof-Vaalrand.....	Wolmaransstad.....	17.3	34	1 7 7
Christiana-Kareeboomput.....	Wolmaransstad.....	20.3	29	1 8 8
Christiana-Kromellenboog.....	Wolmaransstad.....	13.9	25	1 3 8
Cyferfontein-Vlakfontein.....	Wolmaransstad.....	15.9	20	1 4 0
Doornbult-Commandodrift.....	Wolmaransstad.....	14.8	26	1 4 0
Doornbult-Vaalbank.....	Wolmaransstad.....	14.6	30	1 5 9
Glaudina-Kameelpan.....	Wolmaransstad.....	17.35	36	1 9 0
Glaudina-Nooitgedacht.....	Wolmaransstad.....	18.9	34	1 9 5
Glaudina-Soetendal.....	Wolmaransstad.....	18.9	41	1 9 4
Glaudina-Vlakpan.....	Wolmaransstad.....	18.3	50	1 14 6
Kareeboskuil-Klipfontein.....	Wolmaransstad.....	16.4 (1st trip) 5.8 (2nd trip)	36 plus 13	1 15 10
Kareepan-Rietpan.....	Wolmaransstad.....	16.5	33	1 6 8
Kingswood-Kareebosfontein.....	Wolmaransstad.....	16.3	35	1 8 0
Kingswood-Vlakkraal.....	Wolmaransstad.....	18.0	31	1 8 6
Leeuwdoornstad-Diepkuil.....	Wolmaransstad.....	16.2	46	1 8 0
Leeuwdoornstad-Klipfontein.....	Wolmaransstad.....	15.6	30	1 14 2
Leeuwdoornstad-Klipkuil.....	Wolmaransstad.....	13.0	35	1 5 0
Leeuwdoornstad-Welgegend.....	Wolmaransstad.....	13.8	52	1 5 6
Leeuwdoornstad-Wildebeestkantoer.....	Wolmaransstad.....	19.0	40	1 12 7
London No. 33-Kameelkuil.....	Wolmaransstad.....	14.8	27	1 4 6
London-Schoonzicht.....	Wolmaransstad.....			Plus 50 per cent, plus 3s. 3d. No allowance (Tender).
Makouskop-Zetland.....	Wolmaransstad.....	19.0	25	1 7 10
Maquassi-Commandodrift.....	Wolmaransstad.....	18.4	49	1 13 0
Maquassi-Hartebeestpan.....	Wolmaransstad.....	20.2	27	1 8 0
Maquassi-Kareefontein-Zoutpan.....	Wolmaransstad.....	18.2	40	1 1 6
Maquassi-Uitkyk.....	Wolmaransstad.....	17.1	74	1 18 2½

Appendix X (continued).

Name of Scheme.	Board.	Distance (Single Route). Miles.	Number of Pupils.	Contract Price per School Day, plus 50 Per Cent Allowance. £ s. d.
Migdol-Rietpan.....	Wolmaransstad.....	17.1	32	1 7 7
Migdol-Skietfontein.....	Wolmaransstad.....	17.8	31	1 8 6
Migdol-Vliegenkraal.....	Wolmaransstad.....	16.1	26	1 5 4
Schweizer-Reneke-Damplaas.....	Wolmaransstad.....	16.0	25	1 5 4
Schweizer-Reneke-Doornhoek.....	Wolmaransstad.....	16.9	36	1 9 0
Schweizer-Reneke-Doornpan.....	Wolmaransstad.....	19.9	43	1 13 8
Schweizer-Reneke-Groedeheop.....	Wolmaransstad.....	19.5	35	1 11 0
Schweizer-Reneke-Grootlaagte.....	Wolmaransstad.....	18.9	39	1 11 0
Schweizer-Reneke-Moollaagte.....	Wolmaransstad.....	15.4	34	1 5 9
Schweizer-Reneke-Vredenburg.....	Wolmaransstad.....	17.9	47	1 13 0
Welverdiend-Boelars.....	Wolmaransstad.....	14.2	40	1 7 2
Wildenhondepan-Hakkestrust.....	Wolmaransstad.....	12.5	25	1 2 0
Wildenhondepan-Vredenburg.....	Wolmaransstad.....	13.8	20	1 2 6
Wolmaransstad-Doornfontein.....	Wolmaransstad.....	16.0	43	1 9 4
Wolmaransstad-Leeuwfontein.....	Wolmaransstad.....	19.1	45	1 14 2
Wolmaransstad-Hoerskool-Maquassil.....	Wolmaransstad.....	9.85	24	0 19 6
Wolmaransstad-Strydpoort.....	Wolmaransstad.....	20.0	50	1 17 0
Zoutpan-Kaiferspan.....	Wolmaransstad.....	20.6	26 plus 23	1 9 6

SUMMARY: 590 schemes; mileage, 8,724.9; £1,307, 16s, 10d, per school day, including 50 per cent temporary allowance,

Appendix XI.

HOSTEL RETURNS: FOURTH TERM, 1949.

I.—PROVINCIAL HOSTELS.

Name of School.	Name of Hostel.	Maximum Accommodation.	Grades to Standard V.	Above Standard V.	ENROLMENT END 1949.		Total Number of Boarders.	Boarding Fees per Annum.
					Boys.	Girls.		
A.—NORMAL COLLEGES.								
Heidelberg.....	Dongeshuis.....	40	—	—	50	—	53	£63
Johannesburg.....	Suider Kruis and Carl Winter.....	110	—	—	—	114	114	£63
Potchefstroom.....	Knockando.....	34	—	—	32	—	32	£64
	Women's Residence.....	88	—	—	—	79	79	£64
	Radium Tempels.....	67	—	—	67	—	67	£64
	Ratau Lebene.....	90	—	—	90	—	90	£64
	Van Heerden.....	95	—	—	—	95	95	£64
Pretoria.....	Harmonie.....	106	—	—	—	105	105	£60
	Hugo.....	86	—	—	—	84	84	£60
	Residensie.....	120	—	—	100	—	100	£60
	Van Heerden.....	86	—	—	—	84	84	£60
	TOTAL.....	922	—	—	339	561	903	
B.—HIGH SCHOOLS.								
Belfast.....	Belfast.....	169	—	197	117	80	197	£33
Christiana.....	Van Duyn.....	94	15	83	37	46	83	£33
Ernelo.....	Adriani.....	100	—	104	—	104	104	£36
	Nelstehuis.....	97	—	93	93	—	93	£36
Helmekaar Hoër Meisie.....	Friedaure.....	34	—	21	—	21	21	£60
Helmekaar Hoër Seun.....	Helmekaar Hoër Seun.....	40	—	28	27	—	27	£60
Hoogenhout.....	Liebenhof.....	75	—	74	—	74	74	£40
	Ops Toekoms.....	83	5	66	70	1	71	£40
	Mphahlele.....	28	29	—	29	—	29	£66
Jeppe Boys.....	Oribi.....	51	—	54	52	—	54	£66
	Tsessebe.....	51	—	52	52	—	52	£66
	Joel.....	62	—	62	—	62	62	£68
Johannesburg Girls'.....	Buxton.....	28	14	16	30	—	30	£67
King Edward VII.....	Davis.....	44	—	47	47	—	47	£67
	Hills.....	44	—	46	46	—	46	£67
	School.....	46	—	50	50	—	50	£67
Klerksdorp.....	Klerksdorp.....	112	—	112	68	44	112	£39
Lichtenburg.....	Aanhou Wen.....	123	1	111	112	—	112	£36
	Justitia.....	102	—	98	—	98	98	£36

Appendix XI (continued).

Name of School.	Name of Hostel.	Maximum Accommodation.	Grades to Standard V.	Above Standard V.	ENROLMENT END 1949.		Total Number of Boarders.	Boarding Fees per Annum.
					Boys.	Girls.		
B.—HIGH SCHOOLS (contd.).								
Louis Trichardt.....	Louis Trichardt.....	188	3	148	85	66	151	£30 and £36
Lydenburg.....	Excelsior.....	135	1	135	135	—	135	£36
Middelburg.....	Monica.....	160	5	97	—	102	102	£36
Monument.....	Die Denne.....	156	—	86	—	86	86	£39
Nylstroom.....	Voorspoed.....	93	1	132	133	—	133	£40
Pietersburg.....	Christina Pretorius.....	94	—	78	86	78	86	£40
	Hendrik Potgieter.....	128	—	101	101	101	101	£33
	Ons Hoop.....	146	2	135	136	1	137	£33
	Chris Hofmeyr.....	108	—	101	—	101	101	£39
	Ons Hoop.....	36	—	36	36	—	36	£39
	Voorwaarts.....	104	2	100	100	2	102	£39
Piet Potgieter.....	Elsie Maria.....	236	1	209	115	95	210	£36
Potchefstroom Boys.....	Buxton.....	70	—	69	70	—	70	£58
	Granton.....	69	—	69	69	—	69	£58
	Milton.....	70	—	70	70	—	70	£58
	The Grange.....	28	—	28	28	—	28	£58
	East.....	54	—	54	—	54	54	£62
Potchefstroom Girls.....	North.....	62	—	61	—	61	61	£62
	School.....	54	—	54	—	54	54	£60
Pretoria Afrikaans Hoër Meisie.....	Pretoria Afrikaans Hoër Meisie.....	86	—	84	—	84	84	£60
Pretoria Boys.....	Rissik.....	53	—	57	57	—	57	£64
	School.....	54	—	56	56	—	56	£64
	Solomon.....	54	—	55	55	—	55	£64
Pretoria Girls.....	North Lodge.....	54	—	54	—	54	54	£72
Rodeon.....	School House.....	55	—	54	—	54	54	£62
	Rosemea.....	90	7	60	67	—	67	£36
Rustenburg.....	Sinceritas.....	69	8	45	—	52	53	£36
	Kruger.....	72	—	65	65	—	65	£39
	Meisies.....	93	1	87	—	88	88	£39
	Residensie.....	58	2	54	56	—	56	£39
Standerton.....	Dagbreek.....	124	3	37	—	40	40	£40
	Charles Hofmeyr.....	124	6	44	48	—	50	£40
Ventersdorp.....	Excelsior.....	73	—	59	—	59	59	£36
	Voorwaarts.....	84	1	55	56	—	56	£36
Volksrust.....	Volksrust.....	132	—	94	41	53	94	£36
Wolmaransstad.....	Van der Horst.....	71	—	58	71	—	71	£42
	Wentzel.....	114	—	51	—	51	51	£42
TOTAL.....					2,468	1,868	4,336	

Appendix XI (continued).

Name of School.	Name of Hostel.	Maximum Accommodation.	Grades to Standard V.	Above Standard V.	ENROLMENT END 1949.		Total Number of Boarders.	Boarding Fees per Annum.
					Boys.	Girls.		
C.—JUNIOR HIGH SCHOOLS.								
Carolina.....	Meisies.....	89	40	23	—	63	63	£30 and £35
	Seuns.....	89	52	28	78	2	80	£30 and £33
Dullstroom.....	Dullstroom.....	135	35	70	46	59	105	—
Erasmus.....	Meisies.....	180	40	144	1	183	184	£27 and £30
	Seuns.....	138	24	106	130	—	130	£27 and £30
Piet Retief.....	Piet Retief.....	120	2	109	65	46	111	£40
Warmbad.....	Warmbad.....	220	104	108	81	131	212	£27 and £30
Witwivier.....	Witwivier.....	136	95	35	73	57	130	£33 and £36
	TOTAL.....	1,107	392	623	474	541	1,015	
D.—AGRICULTURAL HIGH SCHOOL.								
Brits.....	Agricultural High School.....	123	—	80	80	—	80	£27
	TOTAL.....	123	—	80	80	—	80	
E.—SCHOOL FARMS.								
Amsterdam.....	Amsterdam.....	247	123	130	151	102	253	£24
Bekker.....	Bekker.....	216	107	84	113	78	191	£24
Generaal Pienaar.....	Generaal Pienaar.....	90	35	52	47	40	87	£24
Happy Rest.....	Happy Rest.....	249	83	141	116	108	224	£24
Kuschke.....	Kuschke.....	302	92	179	147	144	291	£24
Lagersdrift.....	Lagersdrift.....	111	—	96	41	55	96	£27
Lord Milner.....	Lord Milner.....	203	143	52	120	75	195	£30
Merensky.....	Merensky.....	358	225	133	180	178	358	£24
Paul Kruger.....	Paul Kruger.....	209	16	137	82	82	153	£24
Sannieshof.....	Sannieshof.....	164	18	80	44	54	98	£24
	Voorwaarts.....	110	88	—	42	46	88	£24
	TOTAL.....	2,259	930	947	1,072	962	2,034	
F.—PRIMARY SCHOOLS.								
Aandster.....	Aandster.....	76	57	—	28	29	57	£24
Alldays.....	Alldays.....	172	117	—	68	49	117	£24
Alma.....	Alma.....	101	66	8	37	36	73	£24
Amersfoort.....	Amersfoort.....	113	93	19	60	53	113	£27 and £30
Barberton.....	Barberton.....	82	76	9	43	42	85	£33
Belfast.....	Belfast Primary.....	78	72	—	46	26	72	£24
Boons.....	Boons.....	72	62	6	33	35	68	£24
Delareyville.....	Delareyville.....	180	99	10	57	52	109	£24
Dendron.....	Dendron.....	114	118	—	59	59	118	£24
Duiwelskloof.....	Duiwelskloof.....	66	82	—	37	45	82	£24
Dwaalboom.....	Dwaalboom.....	140	103	16	65	54	119	£24
Huguenote.....	Huguenote.....	46	46	—	46	—	46	£30
Uitkoms.....	Uitkoms.....	110	110	—	21	89	110	£30
	TOTAL.....	2,259	930	947	1,072	962	2,034	
F.—PRIMARY SCHOOLS.								
Aandster.....	Aandster.....	76	57	—	28	29	57	£24
Alldays.....	Alldays.....	172	117	—	68	49	117	£24
Alma.....	Alma.....	101	66	8	37	36	73	£24
Amersfoort.....	Amersfoort.....	113	93	19	60	53	113	£27 and £30
Barberton.....	Barberton.....	82	76	9	43	42	85	£33
Belfast.....	Belfast Primary.....	78	72	—	46	26	72	£24
Boons.....	Boons.....	72	62	6	33	35	68	£24
Delareyville.....	Delareyville.....	180	99	10	57	52	109	£24
Dendron.....	Dendron.....	114	118	—	59	59	118	£24
Duiwelskloof.....	Duiwelskloof.....	66	82	—	37	45	82	£24
Dwaalboom.....	Dwaalboom.....	140	103	16	65	54	119	£24
Huguenote.....	Huguenote.....	46	46	—	46	—	46	£30
Uitkoms.....	Uitkoms.....	110	110	—	21	89	110	£30
	TOTAL.....	2,259	930	947	1,072	962	2,034	
F.—PRIMARY SCHOOLS.								
Aandster.....	Aandster.....	76	57	—	28	29	57	£24
Alldays.....	Alldays.....	172	117	—	68	49	117	£24
Alma.....	Alma.....	101	66	8	37	36	73	£24
Amersfoort.....	Amersfoort.....	113	93	19	60	53	113	£27 and £30
Barberton.....	Barberton.....	82	76	9	43	42	85	£33
Belfast.....	Belfast Primary.....	78	72	—	46	26	72	£24
Boons.....	Boons.....	72	62	6	33	35	68	£24
Delareyville.....	Delareyville.....	180	99	10	57	52	109	£24
Dendron.....	Dendron.....	114	118	—	59	59	118	£24
Duiwelskloof.....	Duiwelskloof.....	66	82	—	37	45	82	£24
Dwaalboom.....	Dwaalboom.....	140	103	16	65	54	119	£24
Huguenote.....	Huguenote.....	46	46	—	46	—	46	£30
Uitkoms.....	Uitkoms.....	110	110	—	21	89	110	£30
	TOTAL.....	2,259	930	947	1,072	962	2,034	
F.—PRIMARY SCHOOLS.								
Aandster.....	Aandster.....	76	57	—	28	29	57	£24
Alldays.....	Alldays.....	172	117	—	68	49	117	£24
Alma.....	Alma.....	101	66	8	37	36	73	£24
Amersfoort.....	Amersfoort.....	113	93	19	60	53	113	£27 and £30
Barberton.....	Barberton.....	82	76	9	43	42	85	£33
Belfast.....	Belfast Primary.....	78	72	—	46	26	72	£24
Boons.....	Boons.....	72	62	6	33	35	68	£24
Delareyville.....	Delareyville.....	180	99	10	57	52	109	£24
Dendron.....	Dendron.....	114	118	—	59	59	118	£24
Duiwelskloof.....	Duiwelskloof.....	66	82	—	37	45	82	£24
Dwaalboom.....	Dwaalboom.....	140	103	16	65	54	119	£24
Huguenote.....	Huguenote.....	46	46	—	46	—	46	£30
Uitkoms.....	Uitkoms.....	110	110	—	21	89	110	£30
	TOTAL.....	2,259	930	947	1,072	962	2,034	
F.—PRIMARY SCHOOLS.								
Aandster.....	Aandster.....	76	57	—	28	29	57	£24
Alldays.....	Alldays.....	172	117	—	68	49	117	£24
Alma.....	Alma.....	101	66	8	37	36	73	£24
Amersfoort.....	Amersfoort.....	113	93	19	60	53	113	£27 and £30
Barberton.....	Barberton.....	82	76	9	43	42	85	£33
Belfast.....	Belfast Primary.....	78	72	—	46	26	72	£24
Boons.....	Boons.....	72	62	6	33	35	68	£24
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Dendron.....	Dendron.....	114	118	—	59	59	118	£24
Duiwelskloof.....	Duiwelskloof.....	66	82	—	37	45	82	£24
Dwaalboom.....	Dwaalboom.....	140	103	16	65	54	119	£24
Huguenote.....	Huguenote.....	46	46	—	46	—	46	£30
Uitkoms.....	Uitkoms.....	110	110	—	21	89	110	£30
	TOTAL.....	2,259	930	947	1,072	962	2,034	
F.—PRIMARY SCHOOLS.								
Aandster.....	Aandster.....	76	57	—	28	29	57	£24
Alldays.....	Alldays.....	172	117	—	68	49	117	£24
Alma.....	Alma.....	101	66	8	37	36	73	£24
Amersfoort.....	Amersfoort.....	113	93	19	60	53	113	£27 and £30
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Belfast.....	Belfast Primary.....	78	72	—	46	26	72	£24
Boons.....	Boons.....	72	62	6	33	35	68	£24
Delareyville.....	Delareyville.....	180	99	10	57	52	109	£24
Dendron.....	Dendron.....	114	118	—	59	59	118	£24
Duiwelskloof.....	Duiwelskloof.....	66	82	—	37	45	82	£24
Dwaalboom.....	Dwaalboom.....	140	103	16	65	54	119	£24
Huguenote.....	Huguenote.....	46	46	—	46	—	46	£30
Uitkoms.....	Uitkoms.....	110	110	—	21	89	110	£30
	TOTAL.....	2,259	930	947	1,072	962	2,034	
F.—PRIMARY SCHOOLS.								
Aandster.....	Aandster.....	76	57	—	28	29	57	£24
Alldays.....	Alldays.....	172	117	—	68	49	117	£24
Alma.....	Alma.....	101	66	8	37	36	73	£24
Amersfoort.....	Amersfoort.....	113	93	19	60	53	113	£27 and £30
Barberton.....	Barberton.....	82	76	9	43	42	85	£33
Belfast.....	Belfast Primary.....	78	72	—	46	26	72	£24
Boons.....	Boons.....	72	62	6	33	35	68	£24
Delareyville.....	Delareyville.....	180	99	10	57	52	109	£24
Dendron.....	Dendron.....	114	118	—	59	59	118	£24
Duiwelskloof.....	Duiwelskloof.....	66	82	—	37	45	82	£24
Dwaalboom.....	Dwaalboom.....	140	103	16	65	54	119	£24
Huguenote.....	Huguenote.....	46	46	—	46	—	46	£30
Uitkoms.....	Uitkoms.....	110	110	—	21	89	110	£30
	TOTAL.....	2,259	930	947	1,072	962	2,034	
F.—PRIMARY SCHOOLS.								
Aandster.....	Aandster.....	76	57	—	28	29	57	£24
Alldays.....	Alldays.....	172	117	—	68	49	117	£24
Alma.....	Alma.....	101	66	8	37	36	73	£24
Amersfoort.....	Amersfoort.....	113	93	19	60	53	113	£27 and £30
Barberton.....	Barberton.....	82	76	9	43	42	85	£33
Belfast.....	Belfast Primary.....	78	72	—	46	26	72	£24
Boons.....	Boons.....	72	62	6	33	35	68	£24
Delareyville.....	Delareyville.....	180	99	10	57	52	109	£24
Dendron.....	Dendron.....	114	118	—	59	59	118	£24
Duiwelskloof.....	Duiwelskloof.....	66	82	—	37	45	82	£24
Dwaalboom.....	Dwaalboom.....	140	103	16	65	54	119	£24
Huguenote.....	Huguenote.....	46	46	—	46	—	46	£30
Uitkoms.....	Uitkoms.....	110	110	—	21	89	110	£30
	TOTAL.....	2,259	930	947	1,072	962	2,034	
F.—PRIMARY SCHOOLS.								
Aandster.....	Aandster.....	76	57	—	28	29	57	£24
Alldays.....	Alldays.....	172	117	—	68	49	117	£24
Alma.....	Alma.....	101	66	8	37	36	73	£24
Amersfoort.....	Amersfoort.....	113	93	19	60	53	113	£27 and £30
Barberton.....	Barberton.....	82	76	9	43	42	85	£33
Belfast.....	Belfast Primary.....	78	72	—	46	26	72	£24
Boons.....	Boons.....	72	62	6	33	35	68	£24
Delareyville.....	Delareyville.....	180	99	10	57	52	109	£24
Dendron.....	Dendron.....	114	118	—	59	59	118	£24
Duiwelskloof.....	Duiwelskloof.....	66	82	—	37	45	82	£24
Dwaalboom.....	Dwaalboom.....	140	103	16	65	54	119	£24
Huguenote.....	Huguenote.....	46	46	—	46	—	46	£30
Uitkoms.....	Uitkoms.....	110	110	—	21	89	110	£30
	TOTAL.....	2,259	930	947	1,072	962	2,034	
F.—PRIMARY SCHOOLS.								
Aandster.....	Aandster.....	76	57	—	28	29	57	£24
Alldays.....	Alldays.....	172	117	—	68	49	117	£24
Alma.....	Alma.....	101	66	8	37	36	73	£24
Amersfoort.....	Amersfoort.....	113	93	19	60	53	113	£27 and £30
Barberton.....	Barberton.....	82	76	9	43	42	85	£33
Belfast.....	Belfast Primary.....	78	72	—	46	26	72	£24
Boons.....	Boons.....	72	62	6	33	35	68	£24
Delareyville.....	Delareyville.....	180	99	10	57	52	109	£24
Dendron.....	Dendron.....	114	118	—	59	59	118	£24
Duiwelskloof.....	Duiwelskloof.....	66	82	—	37	45	82	£24
Dwaalboom.....	Dwaalboom.....	140	103	16	65	54	119	£24
Huguenote.....	Huguenote.....	46	46	—	46	—	46	£30
Uitkoms.....	Uitkoms.....	110	110	—	21	89	110	£30
	TOTAL.....	2,259	930	947	1,072	962	2,034	
F.—PRIMARY SCHOOLS.								
Aandster.....	Aandster.....	76	57	—	28	29	57	£24
Alldays.....	Alldays.....	172	117	—	68	49	117	

Appendix XI (continued).

Name of School.	Name of Hostel.	Maximum Accommodation.	Grades to Standard V.	Above Standard V.	ENROLMENT END 1949.		Total Number of Boarders.	Boarding Fees per Annum.
					Boys.	Girls.		
F.—PRIMARY SCHOOLS (contd.).								
Groenvlei.....	Groenvlei.....	186	107	23	72	58	130	£24
Groot Marico.....	Groot Marico.....	140	36	56	32	60	92	£24
Hendrina.....	Hendrina.....	141	109	14	65	58	123	£21 and £24
H. M. Swart.....	Euodia.....	102	106	—	52	54	106	£34
Kameelfontein.....	Kameelfontein.....	78	58	4	32	38	70	£24
Koster.....	Koster.....	—	—	—	—	—	—	—
Lagersdrift.....	Lagersdrift.....	74	30	—	13	17	30	£27
Lydenburg.....	Lydenburg.....	44	44	—	23	21	44	£33
Louis Trichardt.....	Louis Trichardt.....	132	132	11	67	66	133	£30 and £36
Marabastad.....	Marabastad.....	137	137	—	71	66	137	£24
Marken.....	Marken.....	168	166	13	92	89	181	£24
Messina.....	Messina.....	50	42	6	31	17	48	£30
Middelburg A.M.....	Middelburg A.M.....	45	49	—	49	—	49	£30
Middelburg E.M.....	Excelsa.....	185	101	17	152	52	101	£30
Mopani.....	Nelson.....	188	169	—	52	34	186	£39
Naboomspruit.....	Naboomspruit.....	120	100	—	106	48	100	£24
Nelspruit.....	Nelspruit.....	202	187	25	106	106	212	£24
Nietverdiend.....	Nietverdiend.....	220	104	71	73	102	175	£33 and £36
Northam.....	Northam.....	148	162	22	110	74	184	£24
Ottosdal.....	Ottosdal.....	101	70	9	44	35	79	£24
Pietersburg A.M.....	Pietersburg A.M.....	101	28	24	23	29	52	£24
Pietersburg E.M.....	Pietersburg E.M.....	78	104	—	53	51	104	£30
Piet Retief.....	Piet Retief.....	106	78	—	43	32	75	£39
Potgietersrust.....	Potgietersrust.....	200	97	—	41	—	41	£39
Roosenekal.....	Potgietersrust.....	35	205	1	104	53	97	£27
Sabie.....	Roosenekal.....	118	50	—	23	27	50	£24
Schweizer-Reneke.....	Sabie.....	54	16	35	53	48	101	£33 and £36
Standerton Middel and Junior.....	Meistes.....	66	3	30	33	51	33	£30 and £36
Sitrum.....	Skooplaas.....	115	49	17	26	40	66	£32 and £40
Unitas.....	Uitkoms.....	300	252	41	51	134	100	£24
Vivo.....	Unitas.....	123	99	—	49	50	99	£24
Volksrust Pioneer and Junior.....	Vivo.....	—	64	—	26	38	64	£36
Waterkloof.....	Volksrust Uys.....	208	174	21	108	87	195	£24
Welgedacht.....	Waterkloof.....	208	183	24	100	107	207	£24
TOTAL.....		5,668	4,593	580	2,702	2,462	5,184	
GRAND TOTAL.....		15,018	6,022	6,463	7,135	6,310	13,552	

Appendix XI (continued).
II.—APPROVED HOSTELS.

Name of School.	Name of Hostel.	Maximum Accommodation.	Grades to Standard V.	Above Standard V.	ENROLMENT END 1949.		Total Number of Boarders.	Boarding Fees per Annum.
					Boys.	Girls.		
Balfour.....	Balfour.....	47	22	39	24	37	61	£30
Bedford.....	Bedford.....	50	47	—	20	27	47	—
Bloemhof.....	Bloemhof.....	40	21	20	21	20	41	—
Brits.....	Brits.....	110	8	100	48	60	108	—
Bugervier.....	Bugervier.....	45	36	—	19	17	36	—
Comondale.....	Comondale.....	48	44	6	23	27	50	£22
Endracht.....	Endracht.....	37	11	28	20	16	36	£81 and £87
Groot Spelonken.....	Groot Spelonken.....	65	58	—	21	37	58	£20
Haenertsburg.....	Haenertsburg.....	64	76	—	40	36	76	£72
Hartebeestfontein.....	Hartebeestfontein.....	46	23	23	14	32	46	—
Hartebeestpruit.....	Hartebeestpruit.....	45	46	2	28	20	48	£26
Concordia.....	Concordia.....	326	—	326	187	139	326	£42
Excelsior.....	Excelsior.....	66	66	—	42	24	66	—
Transvalia.....	Transvalia.....	59	68	—	36	37	73	£20
Heidelberg Volks Primary.....	Heidelberg Volks Primary.....	43	61	5	31	33	64	£24
Lake Chrissie.....	Lake Chrissie.....	38	38	1	20	19	39	£26
Leeuwvallei.....	Leeuwvallei.....	83	60	20	37	44	81	£26
Machadodorp.....	Machadodorp.....	43	29	3	17	15	32	£27
Morgenson.....	Morgenson.....	38	34	—	18	16	34	—
Paardekop.....	Paardekop.....	74	7	60	67	—	67	£38
Platkoppie.....	Platkoppie.....	110	3	107	110	—	110	£38
Potchefstroom Central.....	Potchefstroom Central.....	80	50	—	38	12	50	£38
Hoër Volks.....	Hoër Volks.....	138	2	82	—	84	84	£40
Pretoria Afrikaans Hoër Seuns.....	Pretoria Afrikaans Hoër Seuns.....	60	135	135	135	—	135	£40
Sheepmoor.....	Sheepmoor.....	44	23	60	60	—	60	£27
St. Albans.....	St. Albans.....	57	23	34	11	12	23	£56
Van Wykskraal.....	Van Wykskraal.....	27	7	—	2	5	7	£16
Dennehof.....	Dennehof.....	75	50	19	38	31	69	£30
Wittenberg.....	Wittenberg.....	134	50	12	35	27	62	£42
Baanbreker.....	Baanbreker.....	110	14	82	48	48	96	£42
De Waal.....	De Waal.....	110	—	102	102	—	102	£36
Handhaaf en Bou.....	Handhaaf en Bou.....	110	2	101	28	75	103	£36
TOTAL.....	TOTAL.....	2,428	980	1,370	1,340	1,007	2,347	
TOTAL PROVINCIAL AND APPROVED HOSTELS.....	TOTAL PROVINCIAL AND APPROVED HOSTELS.....	17,446	7,002	7,833	8,475	7,317	15,792	

Appendix XII.

NATIVE EDUCATION STATISTICS.

NOTE.—The Statistics are tabulated under the following headings:—

- (1) Examination Results.
- (2) Schools and Scholars.
- (3) Teaching Personnel.
- (4) Statistics: Distribution of Scholars according to ages and classes.

1. EXAMINATION RESULTS.

(1) *Transvaal Native Teachers' Lower Certificate Examinations.*

In the following table the results of the examinations for the Transvaal Native Teachers' Lower Certificate for the years 1947, 1948 and 1949 are given:—

TABLE 1 (a)

Year.	Number of Candidates.	Passed.	Failed.	Obtained the Aggregate but Failed certain Subjects.
1947.....	676	236	345	95
1948.....	594	153	343	98
1949.....	623	265	271	87

(2) *Transvaal Native Teachers Higher Certificate Examinations.*

In the following table the results of the examinations for the Transvaal Native Teachers' Higher Certificate for the years 1947, 1948 and 1949 are given:—

TABLE 1 (b).

Year.	Number of Candidates.	Passed.	Failed.	Obtained the Aggregate but Failed certain Subjects.
1947.....	206	122	62	22
1948.....	207	114	65	28
1949.....	273	178	58	37

(3) *Transvaal Native Primary School Leaving (Std. VI) Certificate Examinations.*

In the following table the results of the examinations for the Transvaal Native Primary School Leaving (Std. VI) Certificate for the years 1947, 1948 and 1949 are given according to the different Inspectors' Circuits.

TABLE 1 (c).

Inspectors' Circuits.	No. of Centres.			No. of Candidates.			Passed.			Failed.		
	1947.	1948.	1949.	1947.	1948.	1949.	1947.	1948.	1949.	1947.	1948.	1949.
Boksburg.....	36	39	38	885	1,037	1,133	468	558	745	417	479	388
Louis Trichardt..	32	35	37	500	622	632	151	225	311	349	397	321
Lydenburg.....	38	21	22	539	280	302	320	156	143	219	124	159
Middelburg.....	—	24	27	—	429	429	—	185	223	—	224	206
Pietersburg.....	42	36	39	747	657	681	217	248	303	530	409	378
Potchefstroom....	23	55	51	301	1,009	1,058	129	486	630	172	523	428
Potgietersrust....	22	28	29	400	584	716	144	228	417	256	356	299
Pretoria East....	34	28	31	536	456	552	185	200	321	351	256	231
Pretoria West....	21	41	43	384	721	899	181	302	477	203	419	422
Rustenburg.....	48	30	35	542	394	457	171	128	243	371	266	214
Standerton.....	17	14	22	382	315	321	181	116	162	201	199	159
Krugersdorp.....	56	44	45	1,259	1,004	1,140	723	480	758	536	524	382
TOTAL.....	369	395	419	6,475	7,508	8,320	2,870	3,312	4,733	3,605	4,196	3,587

(4) *Percentages of Failures in Transvaal Native Primary School Leaving (Std. VI) Certificate Examinations.*

In the following table the percentage of the failures in the Transvaal Native Primary School Leaving (Std. VI) Certificate Examinations for the 1947, 1948 and 1949 are given according to the different Inspectors' Circuits.

TABLE 1 (d).

Inspectors' Circuits.	Percentage of Failures.		
	1947.	1948.	1949.
Boksburg.....	47·1	46·1	34·2
Louis Trichardt.....	69·8	63·8	50·1
Lydenburg.....	40·8	44·2	52·6
Middelburg.....	—	56·8	48·0
Pietersburg.....	70·9	62·2	55·5
Potchefstroom.....	57·1	51·8	40·5
Potgietersrust.....	64·0	60·9	41·8
Pretoria East.....	65·4	56·1	41·8
Pretoria West.....	52·8	58·1	46·9
Rustenburg.....	68·4	67·5	47·4
Standerton.....	52·6	63·1	49·5
Krugersdorp.....	42·5	52·1	33·5
TOTAL.....	55·6	55·8	43·1

2. SCHOOLS AND SCHOLARS.

N.B.—The Statistics for schools, scholars and teachers are tabulated in the following categories:—

- Johannesburg and Witwatersrand Town and Location Schools.
- Pretoria Town and Location Schools.
- Other European Town and Village Location Schools.
- Farm Schools in European Areas (Squatter Schools).
- Schools on Mission Farms.
- Native Tribal, Location and Stat Schools.

(1) *Distribution of Schools and Scholars.*

In the following table the distribution of schools and scholars as at 31st December, 1949, are given:—

TABLE 2 (a).—*Departmental Schools.*

	Schools.	Scholars.
Primary School.....	386	86,045
Combined Primary and Secondary Schools.....	18	973
Secondary Schools.....	19	2,999
Industrial Schools.....	9	300
Farm Schools.....	85	4,101
Training Institutions.....	4	194
TOTAL.....	521	94,612

TABLE II (b).—*Mission Schools (Government Aided).*

	Schools.	Scholars.
Primary Schools.....	804	147,574
Combined Primary and Secondary Schools.....	12	1,791
Secondary Schools.....	18	2,331
Industrial Schools.....	4	277
Training Institutions.....	10	1,297
TOTAL.....	848	153,270
GRAND TOTAL.....	1,369	247,882

AVERAGE ENROLMENT AND AVERAGE ATTENDANCE.

(2) *Average Enrolment.*

In the following table the average enrolment for each quarter during 1949 in the different schools are given:—

TABLE III (a).—*Departmental and Mission Schools (Government Aided).*

Schools.	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.	Average for Year 1949.
Primary Schools.....	235,285	234,461	234,922	233,130	234,449
Combined Primary and Secondary Schools....	2,598	2,852	2,832	2,768	2,763
Secondary Schools.....	5,777	5,762	5,451	4,968	5,489
Industrial Schools.....	443	487	487	469	472
Farm Schools.....	4,441	4,516	4,533	2,850	4,085
Training Institutions.....	1,503	1,550	1,553	1,494	1,525
TOTAL.....	250,047	249,628	249,778	245,679	248,783

(3) *Average Attendance.*

In the following table the average attendance for each quarter during 1949 in the different schools are given:—

TABLE III (b).—*Departmental and Mission Schools (Government Aided).*

Schools.	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.	Average for Year 1949.
Primary Schools.....	206,974	204,611	206,544	206,578	206,177
Combined Primary and Secondary Schools....	2,451	2,561	2,581	2,534	2,532
Secondary Schools.....	5,590	5,590	5,240	5,158	5,394
Industrial Schools.....	420	464	458	438	445
Farm Schools.....	3,561	3,538	3,568	3,396	3,515
Training Institutions.....	1,431	1,462	1,454	1,468	1,454
TOTAL.....	220,427	218,226	219,845	219,572	219,517

ELIMINATION OF PUPILS.

The following table illustrates the elimination of pupils comparative as at the end of the Primary School Stage and during the Secondary School stage for the years 1945 to 1949:—

TABLE IV (a).—*Pupils in Standards and Forms.*

Year.	Primary School Standard VI and Form I.	SECONDARY SCHOOL.			
		Form II.	Form III.	Form IV.	Form V.
1945.....	5,700	2,407	741	179	88
1946.....	6,493	4,158	1,136	265	82
1947.....	7,009	4,321	1,327	189	122
1948.....	9,340	3,342	1,653	366	159
1949.....	9,517	4,153	1,606	297	121

TABLE IV (b).—*Percentage Table Based on the Previous Table.*

Year.	Primary School Standard VI and Form I.	SECONDARY SCHOOL.			
		Form II.	Form III.	Form IV.	Form V.
1945.....	100	42	13	3	2
1946.....	100	64	17	4	2
1947.....	100	61	18	3	2
1948.....	100	36	17	4	1
1949.....	100	43	17	3	1

(4) *Distribution of Primary Schools According to the Number of Scholars.*

In the following table the Distribution of Primary Schools in the different Areas are given according to the number of scholars in each kind of school:—

TABLE V.

Enrolment.	A.	B.	C.	D.	E.	F.	Total.
Under 50.....	6	2	4	99	8	19	138
50-99.....	11	—	12	160	14	116	313
100-199.....	29	4	36	146	32	157	404
200-299.....	22	10	30	25	24	75	186
300-399.....	28	3	28	2	11	25	97
400-499.....	19	12	12	6	6	11	66
500-599.....	14	5	10	—	2	4	35
600-699.....	8	1	3	—	—	2	14
700-799.....	3	2	6	—	—	—	13
800-899.....	3	—	2	—	—	—	5
900-999.....	2	—	—	—	—	—	2
1,000 and over.....	2	—	—	—	—	—	2
TOTAL.....	147	39	143	438	97	411	1,275

TABLE VI.—*Classification of Students in the Middelburg Occupational Training College for 1949.*

	AGRICULTURE.		ART AND CRAFTS.		DOMESTIC SCIENCE.		HANDWORK.		Total.
	Teachers Diploma.	Instructors Certificate.	Teachers Diploma.	Instructors Certificate.	Teachers Diploma.	Instructors Certificate.	Teachers Diploma.	Instructors Certificate.	
Boys.....	1	—	3	3	—	—	—	—	7
Girls.....	—	—	—	1	10	1	—	—	12
TOTAL.	1	—	3	4	10	1	—	—	19

DISTRIBUTION OF PRIMARY SCHOOLS AND SCHOLARS ACCORDING TO AREAS AND DENOMINATIONS.

In the following table the distribution of Primary Schools and Scholars according to areas and denominations are given as at 31st December, 1949:—

TABLE VII.

Denomination of Schools	A.		B.		C.		D.		E.		F.		TOTAL.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Dutch Reformed.....	7	1,527	3	711	20	4,199	68	5,616	11	1,852	36	5,934	145	19,839
Church of England.....	33	11,434	2	685	15	4,114	33	4,567	3	533	26	4,626	112	25,959
Roman Catholic.....	19	7,315	7	2,445	15	4,997	20	2,161	12	2,772	6	947	79	20,637
Methodist Church.....	3	3,745	4	1,002	4	4,534	2	1,446	2	591	20	2,153	35	13,471
Presbyterian Church.....	6	106	1	589	2	104	20	2,192	7	1,745	27	3,068	63	7,804
Lutheran Mission.....	7	3,813	2	1,503	10	3,514	54	5,629	28	5,717	63	7,878	164	28,054
Other Religions.....	40	8,591	6	1,346	30	3,634	36	1,974	10	2,121	53	3,619	175	21,285
Undenominational.....	4	1,388	1	463	3	2,448	7	2,342	10	1,782	6	2,102	31	10,525
TOTAL.....	119	37,919	26	8,744	99	27,544	240	25,927	83	17,113	237	30,327	804	147,574

The following table shows the distribution of Departmental Primary Schools and Scholars according to areas as at 31st December, 1949:—

Primary Schools.....	28	11,855	13	3,395	44	15,903	113	12,559	14	2,452	174	39,881	386	86,045
Farm Schools.....	—	—	—	—	—	—	85	4,101	—	—	—	—	85	4,101
TOTAL.....	28	11,855	13	3,395	44	15,903	198	16,660	14	2,452	174	39,881	471	90,146
GRAND TOTAL.....	147	49,774	39	12,139	143	43,447	438	42,587	97	19,565	411	70,208	1,275	237,720

- 1.—*Dutch Reformed Churches.*
- 2.—*Church of England.*—Anglican Mission.
- 3.—*Roman Catholic.*—Roman Catholic Mission.
- 4.—*Methodist.*—African Methodist Episcopal, American Zulu Mission.
- 5.—*Presbyterian Church.*—Bantu Presbyterian Mission; Congregational Church of S.A.; Presbyterian Mission, Swedish Presbyterian Mission.
- 6.—*Lutheran Mission.*—Berlin Lutheran Mission; Hanover Lutheran Mission; Hermannsburg Mission; Norway Mission; Scandinavian Mission; Swedish Holiness Mission; Swedish Alliance; Full Gospel.
- 7.—*Other Religions.*—Apostolic Mission; Assemblies of God; Ethiopian Mission; Salvation Army; Reformed Baptist of Canada; International Holiness Mission; Church of Nazareth; Church of Zion; New Church; Pentecostal Mission; United Communities Mission; United Jewish Mission; Wesleyan; Zion Thokoza Mission.
- 8.—*Undenominational.*—Interdenominational Mission; Non-Denominational; Tribal Schools.

3. TEACHING PERSONNEL.

In the following tables the distribution of Teachers in the different kind of schools as at 31st December, 1949, are given:—

TABLE VIII (a).—*Departmental Schools.*

Schools.	Men.	Women.	Total.
Primary Schools.....	1,059	561	1,620
Combined Primary and Secondary Schools.....	128	30	158
Secondary Schools.....	116	10	126
Industrial Schools.....	32	18	50
Farm Schools.....	79	11	90
Training Institutions.....	16	5	21
TOTAL.....	1,430	635	2,065

TABLE VIII (b).—*Mission Schools (Government Aided).*

Schools.	Men.	Women.	Total.
Primary Schools.....	1,921	1,008	2,929
Combined Primary and Secondary Schools.....	95	36	131
Secondary Schools.....	88	32	120
Industrial Schools.....	5	19	24
Training Institutions.....	53	25	78
TOTAL.....	2,162	1,120	3,282
GRAND TOTAL.....	3,592	1,755	5,347

Teachers Certified and Uncertified.

In the following table the distribution of Teachers with or without Certificates in the different kinds of schools are given:—

TABLE IX (a).—*Departmental Schools.*

Schools.	WITH CERTIFICATE.		WITHOUT CERTIFICATE.		TOTAL.	
	Men.	Women.	Men.	Women.	Men.	Women.
Primary Schools.....	900	373	159	188	1,059	561
Combined Primary and Secondary Schools.....	116	24	12	6	128	30
Secondary Schools.....	110	9	6	1	116	10
Industrial Schools.....	30	18	2	—	32	18
Farm Schools.....	46	3	33	8	79	11
Training Institutions.....	16	4	—	1	16	5
TOTAL.....	1,218	431	212	204	1,430	635

TABLE IX (b).—*Mission Schools (Government Aided).*

Schools.	WITH CERTIFICATE.		WITHOUT CERTIFICATE.		TOTAL.	
	Men.	Women.	Men.	Women.	Men.	Women.
Primary Schools.....	1,584	720	337	288	1,921	1,008
Combined Primary and Secondary Schools.....	86	29	9	7	95	36
Secondary Schools.....	88	32	—	—	88	32
Industrial Schools.....	2	14	3	5	5	19
Training Institutions.....	52	25	1	—	53	25
TOTAL.....	1,812	820	350	300	2,162	1,120
GRAND TOTAL.....	3,030	1,251	562	504	3,592	1,755

TABLE X (a).—*European Teachers.*

In the following tables the distribution of Teachers in Schools in the different areas are given as at 31st December, 1949:—

	A.		B.		C.		D.		E.		F.		TOTAL.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Primary Schools.....	—	23	—	8	—	10	—	—	—	10	—	4	—	55
Combined Primary and Secondary Schools....	—	2	—	—	—	8	—	—	—	—	—	—	3	10
Secondary Schools.....	5	7	—	—	6	1	—	—	17	16	—	—	28	24
Industrial Schools.....	—	6	—	5	—	—	—	—	—	6	—	—	11	17
Farm Schools.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Training Institutions.....	—	7	2	—	5	2	—	—	41	19	—	—	48	28
TOTAL.....	5	45	13	13	11	21	—	—	60	51	1	4	90	134

TABLE X (b).—*Native Teachers.*

	A.		B.		C.		D.		E.		F.		TOTAL.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Primary Schools.....	535	404	162	84	482	342	582	205	270	117	949	362	2,980	1,514
Combined Primary and Secondary Schools....	7	2	—	—	58	9	9	1	32	9	114	35	220	56
Secondary Schools.....	86	11	14	1	38	2	—	—	33	3	5	1	176	18
Industrial Schools.....	7	8	5	—	9	10	—	—	5	2	—	—	26	20
Farm Schools.....	—	—	—	—	—	—	79	11	—	—	—	—	79	11
Training Institutions.....	—	—	1	—	—	—	—	—	17	2	3	—	21	2
TOTAL.....	635	425	182	85	587	363	670	217	357	133	1,071	398	3,502	1,621
GRAND TOTAL.....	640	470	195	98	598	384	670	217	417	184	1,072	402	3,592	1,755

STUDENT CLASSES

STANDARD V.		
Boys.	Girls.	Total.
—	—	—

IN THE FOLLOWING TABLE THE AGES OF SCHOLARS IN THE DIFFERENT CLASSES IN DIFFERENT KINDS OF SCHOOLS ARE GIVEN.

Age.	SUB. A.			SUB. B.			STANDARD I.			STANDARD II.			STANDARD III.			STANDARD IV.			STANDARD V.			STANDARD VI.			STANDARD VII.			STANDARD VIII.			STANDARD IX.			STANDARD X.			TOTAL.				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.					
A.—SCHOOLS.																																									
Under 6 years.....	194	205	399	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	194	205	399			
6 years.....	1,969	2,282	4,251	76	80	156	14	10	24	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,969	2,282	4,251			
7 years.....	1,435	1,938	3,373	436	462	898	128	134	262	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,435	1,938	3,373			
8 years.....	1,253	1,300	2,553	757	986	1,743	276	463	739	48	83	131	18	28	46	15	3	18	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,253	1,300	2,553			
9 years.....	810	835	1,645	856	1,052	1,908	523	842	1,365	203	458	661	73	130	203	24	14	38	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	810	835	1,645			
10 years.....	413	465	878	690	753	1,443	682	898	1,580	440	677	1,117	17	212	229	508	52	116	168	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	413	465	878			
11 years.....	262	237	499	583	535	1,118	665	852	1,521	580	880	1,460	382	627	1,009	162	340	502	48	88	136	12	20	32	2	13	19	—	—	—	—	—	—	—	—	262	237	499			
12 years.....	83	76	159	326	295	621	475	489	964	603	695	1,298	84	81	165	194	135	329	51	146	267	92	65	157	13	191	226	—	—	—	—	—	—	—	—	83	76	159			
13 years.....	37	17	54	124	89	213	266	220	486	453	424	877	53	547	1,080	389	647	1,036	316	437	753	314	247	441	32	60	112	—	—	—	—	—	—	—	—	37	17	54			
14 years.....	10	6	16	39	29	69	122	64	182	199	124	323	34	317	351	118	432	550	381	479	860	267	92	65	157	13	191	226	—	—	—	—	—	—	—	—	10	6	16		
15 years.....	2	2	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	2	4		
16 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
17 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
18 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
19 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
TOTAL.....	7,102	7,429	14,531	3,915	4,531	8,446	3,162	4,010	7,172	2,658	3,374	6,032	2,298	2,830	5,128	1,591	2,285	3,876	1,405	1,560	2,965	1,211	1,374	2,585	900	972	1,872	333	391	724	104	16	120	52	7	59	24,731	28,779	53,510		
Median.....	8-68	8-55	8-59	10-10	10-63	12-49	11-60	11-80	13-92	12-52	12-75	13-79	13-49	14-14	13-39	15-35	15-32	15-37	16-21	16-39	16-09	17-24	16-06	16-09	18-07	18-32	18-05	19-03	18-05	19-03	18-05	19-03	19-13	19-0	19-07	12-12	11-09	11-10	—	—	—
B.—SCHOOLS.																																									
Under 6 years.....	2	3	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	3	5		
6 years.....	516	593	1,109	13	19	32	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	516	593	1,109		
7 years.....	441	526	969	107	146	253	14	18	32	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	441	526	969		
8 years.....	302	343	645	151	233	384	52	85	137	8	13	21	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	302	343	645		
9 years.....	232	202	434	207	292	499	101	177	278	35	53	88	1	10	11	106	27	40	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	232	202	434		
10 years.....	117	116	233	157	132	289	135	197	332	73	108	181	27	40	67	5	6	11	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	117	116	233		
11 years.....	74	76	150	137	184	341	194	248	442	127	175	302	59	100	159	21	54	75	7	13	20	6	13	19	—	—	—	—	—	—	—	—	—	—	—	—	74	76	150		
12 years.....	31	14	45	83	65	149	104	214	328	129	142	271	113	140	253	116	143	259	76	85	161	35	42	77	3	6	9	—	—	—	—	—	—	—	—	31	14	45			
13 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
14 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
15 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
16 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
17 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
18 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
19 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
TOTAL.....	1,981	1,966	3,947	1,138	1,315	2,453	921	1,051	1,972	685	783	1,468	520	574	1,094	432	480	918	424	381	805	411	421	832	143	92	235	60	36	96	4	2	6	4	—	4	6,723	7,107	13,830		
Median.....	8-09	8-07	8-08	11-57	10-09	11-16	12-18	12-20	12-05	13-07	13-13	13-04	14-42	13-09	14-14	14-10	14-63	14-08	15-84	15-41	15-06	16-07	16-38	16-06	17-09	17-31	17-05	18-37	18-04	18-35	19-17	19-08	19-05	19-06	—	19-06	12-10	12-11	12-48		
C.—SCHOOLS.																																									
Under 6 years.....	27	9	36	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	27	9	36		
6 years.....	1,451	1,332	2,783	79	104	183	11	11	22	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,451	1,332	2,783		
7 years.....	1,691	1,651	3,342	69	109	178	13	13	26	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,691	1,651	3,342		
8 years.....	1,427	1,639	3,066	415																																					

Appendix XIII.

STAFF OF THE EDUCATION DEPARTMENT.

A.—HEAD OFFICE.

Director of Education.....	Orban, W.
Secretary for Education.....	Otten, F. J.
Assistant Secretary.....	Rood, K.
Chief Inspector of Education.....	Steyn, E.
Chief Inspector of Native Education.....	Franz, G. H.
Chief Clerks, Grade I.....	Lotz, J. P. Richardson, F. W.
Chief Clerks, Grade II.....	de Villiers, G. M. du Preez, H. E.
Principal Clerks.....	Abendroth, W. Dearden, G. Scott, H. L. Stockenström, P. B. van Tonder, B. J. van Tonder, H. J. J.
Senior Clerks.....	Badenhorst, M. D. Castles, W. D. Henn, C. J. Köhler, H. K. C. Kruger, J. P. Pinshaw, I. Stander, J. H. van der Walt, N. Theron, G. D. C.
First Grade Clerks.....	Badenhorst, B. H. Brink, G. S. Giani, W. S. Haarhoff, J. C. v. K. Kruger, P. Leppan, H. I. Orban, W. F. (Miss). Schoeman, M. J. Surridge, M. A. K. Swart, A. van Rensburg, D. B. J. Viljoen, B. W. Wiehman, C. H.

Second Grade Clerks.....	Abbott, B. E. Bernhardie, J. H. Bosman, M. C. Botha, G. Brink, J. J. Coetzee, W. J. du Plessis, B. J. G. W. Fourie, B. J. de K. Jacobs, F. J. Joubert, A. I. J. Kriel, D. S. B. Kriel, J. D. Louw, W. van der Merwe, P. A. van Vollenhoven, L. van Vuuren, P. H. J. J. van Zyl, L. T.
Special Grade Woman Clerk.....	Barnard, C. M. C. (Miss).
First Grade Women Clerks.....	Jacobs, P. (Miss). Loubser, J. (Miss). Schutte, J. C. (Miss).
Second Grade Women Clerks.....	Blem, P. J. de Beer, E. W. du Plessis, H. G. de Ridder, E. S. du Toit, S. M. M. Grunow, D. L. Ingram, C. S. J. Jacobs, M. L. Kroukam, E. Kruger, G. M. M. Loubser, J. Louw, A. M. Matthysen, J. Meyer, M. G. C. Pienaar, C. J. Price, D. Schutte, J. C. Smit, D. G. Spangenberg, A. Stegman, E. J. Steyn, C. C. (Mrs). Theron, A. van der Hoven, J. C. M. van Rensburg, A. J. M. van der Westhuizen, G. S. C. Venter, M. M.
Assistant Librarian.....	van der Merwe, E. M. (Mrs).
Library Assistants.....	Leslie, F. (Miss). Winter, J. C. W. (Mrs).

Female Assistants.....	Cross, O. James, C. J. van der Merwe, S. J.
Paper Keepers.....	Booyesen, H. R. P. Jepson, S. J. Meyer, D. J. van Aswegen, W. J. van Niekerk, W. J. van Staden, J. H. B.
Supervising Shorthand Typist.....	Ayles, A. M. (Miss).
Typists.....	Cornelius, S. M. Cullingworth, A. G. Hermann, H. H. Joubert, J. L. Kruger, H. H. Louw, C. E. Martins, L. S.

B.—FIELD STAFF.

Inspectors of Education.....	Abernethy, D. F. Alant, N. G. Conradie, P. J. de W. de Villiers, L. du Plessis, N. J. du Preez, N. J. Griffith, I. R. Hilarius, J. A. Hudson, E. H. Hurter, W. T. Kriel, J. Lehman, J. P. le Roux, T. Lighton, R. E. Linder, C. B. Lynch, J. R. Malan, J. P. Meyer, B. O. Meyer, I. M. (Dr.). Pauw, J. C. Schoute-Vanneck, N. H. Schumann, P. W. S. Smuts, J. A. Snyman, W. J. Steyn, C. H. Stofberg, A. van Schouwenburg, F. J. Viljoen, B. J.
Inspectress of Education.....	Cuffe, H. E. (Miss).

Inspectors of Native Education.....	Clarke, G. C.
	de Jager, J. v. N.
	Endeman, T. M. H.
	Guldenpfenning, G. C.
	Hoffman, P. A.
	Jansen, C. A. J.
	Kriel, B. J.
	MacDonald, C. A.
	Naude, P. S.
	Stegmann, J. P.
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C.—MEDICAL STAFF.

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	du Preez, N. J., Dr.
	Hauptfleisch, R., Dr.
	Pieterse, J. C., Dr.
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	van Wyk, A. C., Dr. (Miss).
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First Grade Woman Clerk.....	Kruger, J. E. (Miss).
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